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ABSTRACT

A research model was developed to determine whether additional general post secondary middle management distributive education (DE) programs should be implemented in Nebraska and what, if any, specialized DE programs should be developed. A literature review reflected advocacy of both general or specialized programs and a middle of the road approach. Using data collected by questionnaire and interview among randomly sampled Nebraska DE businesspersons and graduating high school seniors, as well as all State DE teachers, State labor and DE representatives, and secondary sources, researchers arranged data into hierarchies of need by ranking program titles and weighting them to produce an integrated hierarchy of 21 DE occupational areas. Conclusions were drawn as to where employment demands will lie in the next 15 years, what occupational areas will grow, and how student choices compared to expanding areas. It was recommended that: existing general programs be maintained but not expanded; programs developing in the near future be specialized; new programs take into consideration the priorities indicated by the hierarchy; and articulation studies be made for some occupational areas. Appendixes include instruments, descriptions of data sources, a fold-out PERT chart of the project, letters, and bibliography. (MDW)

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FINAL REPORT

VOCATIONAL EDUCATION RESEARCH PROJECT

Vocational Education Amendments of 1968

(Public Law 90-576)

THE DEVELOPMENT OF A HIERARCHY OF NEED FOR SPECIALIZED DISTRIBUTIVE EDUCATION PROGRAMS IN POST-SECONDARY SCHOOLS IN NEBRASKA

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DIVISION OF VOCATIONAL EDUCATION

and

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ABSTRACT

THE DEVELOPMENT OF A HIERARCHY OF NEED FOR SPECIALIZED DISTRIBUTIVE EDUCATION PROGRAMS IN POST-SECONDARY SCHOOLS IN NEBRASKA

By

Steven A. Eggland

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This study was completed to: (1) examine the appropriateness of a proliferation of general middle-management, post-secondary, distributive education programs in the State of Nebraska; (2) determine if and what specialized post-secondary distributive education programs should be implemented; and (3) develop a research model by which the two aforementioned needs could be determined.

DATA SOURCES

Sources of information for the completion of objective number one of this study were identified by reviewing the publications of curriculum theorists in the broad area of vocational education and the specific area of distributive education. An extensive analysis of the positions of these recognized authorities was undertaken. Three different movements in curriculum development were investigated. The movements reflect the views of: (1) advocates of generalized middle-management curriculums, (2) advocates of specialized middle-management curriculums, and (3) advocates of a middle road approach, e.g., a combination of both (1) and (2) to middle-management curriculum development.

Seven sources were selected to provide input data which would

serve as a basis for determining what, if any, specialized programs in distributive education should be developed and implemented in Nebraska's post-secondary schools, and what is the hierarchical order in which they should be developed. Six of the seven sources provided usable data. The specific data sources for this second phase of the study were: (1) a five percent random sample of the total population of Nebraska distributive businesspersons, (2) a twenty percent random sample of the seniors graduating from Nebraska high schools, (3) All of Nebraska's distributive education teachers, (4) The Nebraska State Administrative Consultant for Distributive Education, (5) The Nebraska Department of Labor, and (6) The United States Bureau of Labor Statistics. The seventh data source, state and national trade associations representing the individual distributive occupations, provided no usable information. Using questionnaires, interviews, and secondary resources, information was obtained from these sources regarding their notion of the needs for the development of specialized distributive programs. The data was arranged into six hierarchies of need. These hierarchies consisted of rank ordered program titles resembling the instructional program designations found in the USOE .04 program titles for distributive education.

Using input from ten selected distributive teacher educators the hierarchies were weighted and finally combined into an integrated hierarchy of need for the development of specialized post-secondary distributive education programs in Nebraska.

FINDINGS

The collected and combined data from six data sources revealed

an integrated hierarchy of need for program development in the following order: (1) Food Services, (2) General Merchandise, (3) Food Distribution, (4) Automotive, (5) Recreation and Tourism, (6) Hardware, Building Materials, etc., (7) Retail Trade, Other, (8) Finance and Credit, (9) Personal Services, (10) Apparel and Accessories, (11) Wholesale Trade, Other, (12) Hotels and Lodging, (13) Insurance, (14) Advertising Services, (15) Transportation, (16) Real Estate, (17) Petroleum, (18) Floristry, (19) Home Furnishings, (20) Industrial Marketing, and (21) International Trade.

CONCLUSIONS

1. By analyzing existing research and scholarly publications, it was not possible to objectively examine the appropriateness of the proliferation of general middle-management post-secondary distributive education programs either in the State of Nebraska or throughout the nation. The literature was limited to "I believe this about that" statements supported by casual empiricism. Advocates of general programs flailed straw men called anachronistic specialists. Advocates of specialized programs fantasized welfare rolls full of jobless generalists. The middle of the road approach suggested the training of the idealistic versatile specialist.

2. Employment projections through 1980 prepared by professional statisticians of the Nebraska Department of Labor and the U.S. Bureau of Labor Statistics indicated a demand for individuals in the specialized occupational areas of distributive education.

3. The employment needs of distributive business firms in Nebraska denoted a demand for individuals in nine of the twenty-one distributive occupations.

4. The distributive occupational career interest of Nebraska high school seniors in the class of 1973 ran counter to existing and projected employment opportunities.

5. Given a choice of enrolling in a specialized distributive program which ranked between one and five in the integrated hierarchy, members of the class of 1973 would most likely choose Recreation and Tourism, number five in the integrated hierarchy, and number six in the student hierarchy. Given a second and third choice with the top five restrictions removed, the students would most likely select Transportation and Apparel and Accessories, both ranked in the lower half of the integrated hierarchy.

6. The occupational area titled Recreation and Tourism will grow more by 1980 than any other distributive occupation.

7. During the decade of the 1970's the occupational area titled Finance and Credit will expand more in Nebraska than in any other distributive occupational area and will rank second only to Food Services in increase in number of people employed.

RECOMMENDATIONS

1. Existing general middle-management post-secondary distributive education programs in Nebraska should be maintained but not expanded.

2. Future development and implementation of post-secondary

distributive programs should be specialized in nature in the near future.

3. When new post-secondary distributive education programs are developed in Nebraska, consideration should be given to the highest priorities on the integrated hierarchy.

4. Articulation studies should be conducted to determine the extent to which the development and implementation of distributive programs in (1) Food Services, (2) Food Distribution, and (3) Automotive, would overlap and compete with existing programs in the areas of home economics occupations and trade and industrial occupations.

5. This study should be replicated at least every five years and optimally every two years.

6. The research model developed in this study should be utilized to conduct similar studies in other vocational disciplines.

PREFACE

This study was designed to help answer some current and some anticipated questions regarding program development in the distributive education realm of Nebraska's technical community colleges. Several of these colleges are now offering general distributive education middle-management programs and several others are considering the development and offering of general or specialized vocational distributive programs. The present seemed like an appropriate time for a needs analysis such as the one described in the following report.

A study of this nature was overdue in Nebraska. Several vocational opportunities studies and much casual empiricism have indicated that there is a great and increasing need for personnel in the distributive occupations. Certainly many of these personnel will be required at the middle-management level in distributive businesses. The post-secondary schools of Nebraska appear interested in these employment voids and are seeking direction in the area of vocational program development in these areas. Answers to the questions of whether more middle-management programs in distributive education should be developed, what (if any) specialized programs in distributive education should be developed and implemented in Nebraska's post-secondary schools and what is the chronological and hierarchical order in which they should be developed and implemented are suggested in this study. The data used in finding answers to the foregoing questions was acquired using multiple sources and techniques. Employers, students, teachers, and occupational

statistics served as the base from which data was sought. Personal interviews, questionnaire surveys, and library research techniques were utilized in the data collection stage. Data from these sources was finally weighted, and analyzed in order that conclusions and recommendations could be drawn and made in relation to the objectives of the study.

Chapter I of this report describes, fully, the problem, objectives and delimitations related to the study. The second chapter reports a review of literature related to the stated problem. Chapter 3 describes the procedures followed in carrying out the research. The fourth and fifth chapters contain analyses and interpretation of data gathered in response to the first two of the objectives stated in Chapter I. Chapter 6 presents a generalizable research model followed in this study and, presumably, transferable to other studies dealing with similar problems. The final chapter summarizes the study, draws conclusions and suggests recommendations based on the results of the study.

This research was carried out at the University of Nebraska at Lincoln and was financially supported jointly by the Division of Vocational Education of the Nebraska State Department of Education and The Nebraska Research Coordinating Unit for Vocational Education.

Several organizations lent help and support to this study and much gratitude is due them. Among those organizations are The Cornhusker Guidance Association, The Lincoln Chamber of Commerce, The Nebraska Department of Labor, EDUTEK, Incorporated, The Nebraska Evaluation and Research Center, The Nebraska State Employment Service, and the Department of Business Education, University of Nebraska.

A research activity of this nature takes many people working

together in order that it reach fruition. And there were many. Elton Mendenhall's help during proposal writing, Robert Brennaman's study of the secondary school students, Barbara Schoenrock's diligent effort to extract information from trade associations, Paul Cooke's literature reviewing, and the "panel of experts" help with weighting the data sources all contributed greatly to the success of this activity. Thank you everyone.

Research Associate John Williams deserves special notice and appreciation for his efforts. He was an adviser, researcher, statistician, writer and confidant without equal for the duration of the study. He had a part in virtually every phase of the study and many of the ideas and suggestions for the improvement of the study were his. He is a true researcher mature beyond his years.

S.A.E.
Lincoln, Nebraska
August, 1974

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Chapter I

INTRODUCTION TO THE PROBLEM

Creating and maintaining relevant occupational programs which meet the needs of society and students are generally agreed to be fundamental tasks of all vocational educators. The pursuit of knowledge which allows vocational educators to meet this challenge has been hampered by a rapidly changing society. Assessing the occupational needs of a society which appears to be in perpetual transition by reliance on historical data and/or direct observation and measurement of current needs is no longer realistic.

The vocational education programs of the 1950's reflect the reactionary nature of historical analysis and limited assessments of current needs. Similarly, vocational education programs in the 1960's are indicative of the short-term effects of historical analysis combined with great emphasis on current needs. Relevant occupational programs of the 1970's and beyond are contingent upon successful analysis of future needs. The problem in this study involves a needs assessment for future post-secondary distributive occupations as revealed by the concommitant needs of society and students.

POST-SECONDARY DISTRIBUTIVE EDUCATION

Post-secondary distributive education includes programs of occupational instruction in the field of distribution and marketing which prepare individuals to enter the middle-management level of the

professional hierarchy (Figure 1). The distinguishing characteristics of the middle-level occupations are:

1. They require training beyond the high school level.
2. They require some theoretical knowledge of math and science equal to the first year or two of a professional program.
3. They often require that a person have personality characteristics which allow him to understand human behavior.
4. They train students as assistants to professional workers or administrative officials (Monroe, 1972, p. 82).

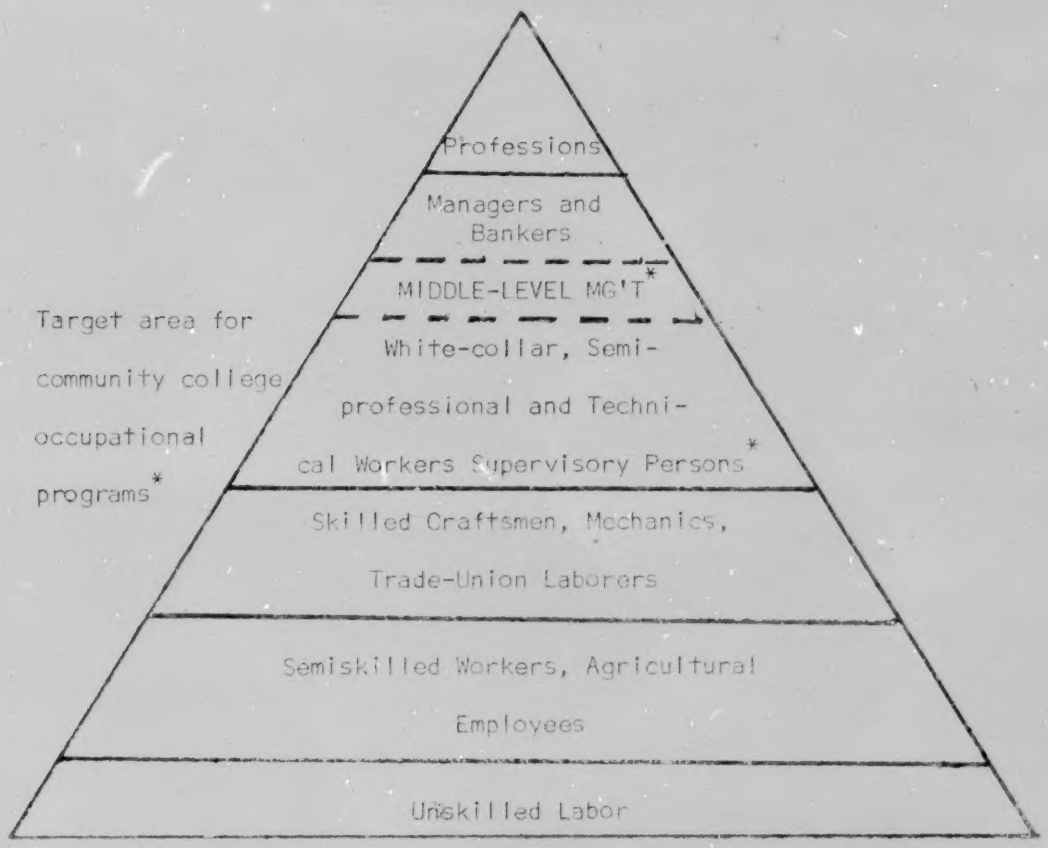


Figure 1. Professional hierarchy

The U.S. Office of Education classification handbook, titled Vocational Education and Occupations, includes a list and description of the twenty-two specific distributive occupations. These program descriptions are reprinted below.

04.01 ADVERTISING SERVICES
Organized subject matter and learning experiences related to planning, development, placement, and evaluation tasks performed by distributive employees and management personnel in demand creation and sales promotion activities utilizing displays, merchandising aids, and mass media in such enterprises as advertising agencies, display houses, retail and wholesale establishments, and production industries.

04.02 APPAREL AND ACCESSORIES
Organized subject matter and learning experiences related to the variety of sales, fashion coordination, and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments primarily engaged in selling clothing of all kinds, including related articles for personal wear and adornment.

04.03 AUTOMOTIVE
Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail, wholesale, and service establishments engaged in selling, renting, storing or caring of cars and trucks and in selling automotive parts, accessories, and equipment.

04.04 FINANCE AND CREDIT
Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in institutions engaged in deposit banking and related services, extending credit in the form of loans, services allied with the exchange of securities and commodities, or consumer credit and collections.

04.05 FLORISTRY
Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged in selling floral arrangements, cut flowers, growing plants, artificial plants, and related items for ornamental use.

04.06 FOOD DISTRIBUTION
Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in selling food for home preparation and

consumption, or selling a general or commodity line of food products at wholesale.

04.07 FOOD SERVICES
Organized subject matter and learning experiences related to the sales and sales-supporting tasks performed by distributive employees and management personnel in establishments serving prepared foods and drinks for consumption on their own premises or at a place designated by the customer.

04.08 GENERAL MERCHANDISE
Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel engaged primarily in selling various types of merchandise at retail in department stores, junior department stores, variety stores, general merchandise stores, discount stores, and catalog houses.

04.09 HARDWARE, BUILDING MATERIALS, FARM AND GARDEN SUPPLIES AND EQUIPMENT
Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged primarily in selling one or more of the following product lines at retail, at wholesale, or to contractors: hardware, paint, wallpaper, lumber, building materials, supplies and equipment for home construction, or farm and garden supplies and equipment.

04.10 HOME FURNISHINGS
Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged primarily in selling home furnishings such as furniture, household appliances, floor coverings, draperies, and specialized lines of home items.

04.11 HOTEL AND LODGING
Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in establishments which provide lodging and meals, convention facilities, and other services on a year-round or seasonal basis to the general public or to an organization's membership.

04.12 INDUSTRIAL MARKETING
Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishing market potentials and selling goods and services to business and institutional buyers for use in their operations.

04.13 INSURANCE
Organized subject matter and learning experiences related to the tasks performed by sales and management personnel for insurance

carriers of all types, or by agents representing carriers and brokers dealing in the sale or placement of insurance contracts with carriers.

04.14 INTERNATIONAL TRADE
Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in a variety of business establishments concerned with export sales, trade controls, foreign operations, attitudes, monetary problems, and other elements in international marketing.

04.15 PERSONAL SERVICES
Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishments primarily engaged in providing services. Generally, these services are concerned with personal improvement and the care of a person or his apparel. Included in this category are laundries and dry cleaning establishments, shoe repair shops, funeral homes, photographic studios, and dance or art studios.

04.16 PETROLEUM
Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail or wholesale establishments engaged in the distribution of petroleum products.

04.17 REAL ESTATE
Organized subject matter and learning experiences related to tasks performed by persons who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing, and leasing of real property.

04.18 RECREATION AND TOURISM
Organized subject matter and learning experiences related to the variety of sales, counseling, and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in providing amusement, recreation, entertainment, recreational supplies and equipment, or travel services. This instructional program is also designed for employees and management personnel engaged in other travel serving businesses who assume responsibilities for stimulating the local economy through tourism.

04.19 TRANSPORTATION
Organized subject matter and learning experiences related to the physical movement of people, personal effects and products, and the sales, storing, and sales-supporting tasks performed by distributive employees and management personnel in enterprises engaged in passenger and freight transportation, public warehousing, and services incidental to transportation.

04.20 RETAIL TRADE, OTHER
Include here other organized instructional programs and learning experiences, emphasized in sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged in selling merchandise purchased for resale to customers for personal, household, business or farm use, which are not listed above.

04.31 WHOLESALE TRADE, OTHER
Include here other instructional programs and learning experiences emphasized in sales and sales-supporting tasks performed by distributive employees and management personnel in places of business engaged primarily in selling goods to retailers, industrial, commercial, institutional and professional users, or bringing buyer and seller together, which are not listed above.

04.99 DISTRIBUTIVE EDUCATION, OTHER
Include here other organized instructional programs and learning experiences, emphasized in marketing functions performed by employees, managers and/or proprietors in establishments engaged in selling products or providing services to individuals and business establishments, which are not classifiable as either retail or wholesale in nature and function.

Distributive Education Curriculums in Nebraska

July 1, 1973, marked the beginning of a state wide area community college system in Nebraska. The state is now divided into six area college districts*, each of which have their own locally elected governing board (Figure 2).

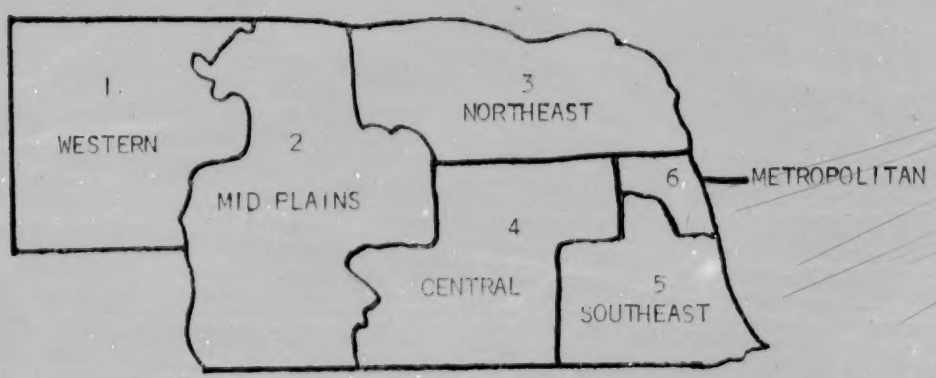


Figure 2: Technical Community College Areas

*Formerly there were seven areas. In July of 1973, area seven, Eastern NTCC, merged with Omaha TCC to form area six.

Five of the six areas offer some form of business mid-management training which the State Department of Education classifies as part of the distributive occupations curricula. The sixth area, Metropolitan Technical Community College, which begins classes for the first time in the fall of 1974, has yet to identify any business mid-management training programs. In addition to a general marketing/management curricula offered at four of the five area schools, five of the twenty-one specialized distributive occupations are currently offered by two of the area schools. A summary of the distributive occupations curricular offerings of the area technical community colleges in Nebraska is presented in Table I.

Table I

Summary of the Distributive Occupations Curricula in Nebraska Technical Community Colleges

Curriculum	Location
Advertising Services	Central Nebraska Technical Community College, Hastings Campus
General Merchandise	Central Nebraska Technical Community College, Hastings Campus Western Nebraska Technical Community College, Scottsbluff Campus Southeast Nebraska Technical Community College, Lincoln Campus
Hotel Motel Management	Central Nebraska Technical Community College, Hastings Campus
Food Services-Restaurant Management	Central Nebraska Technical Community College, Hastings Campus
Hardware, Building Materials Farm and Garden Supplies*	Western Nebraska Technical Community College, Sidney Campus
General Marketing-Management	Mid-Plains Technical Community College, North Platte Campus

Northeast Nebraska Technical Community College, Norfolk Campus
Central Nebraska Technical Community College, Columbus & Hastings Campus
Southeast Nebraska Technical Community College, Fairbury Campus and Lincoln Campus

*Limited to Building Materials

A close analysis of the college catalogs reveals little if any difference between the general merchandise curriculum and the general marketing management curriculum. Certainly a valid generalization is that Nebraska is, to date, placing emphasis upon preparing the "generalists" for the business mid-management level of the professional hierarchy.

Goals of Post-Secondary Distributive Education

The aims and objectives of distributive education apply to secondary distributive education as well as post-secondary distributive education. The differences between the two are a manifestation of: (1) the level of sophistication of the course work, and (2) the emphasis of middle-management entry in the professional hierarchy of the post-secondary programs, whereas secondary programs emphasize entry level training to the distributive occupations in a non-management capacity. Distributive education is responsible in varying degrees for these aspects of the total education program (Crawford and Meyer, 1972, p. 26):

1. Preparation for gainful employment and for advancement in distributive occupations is the primary goal of the distributive education program.
2. The distributive education program should engender an understanding and appreciation of the American private enterprise system as a cornerstone of the American democracy.
3. The program should foster an awareness of the civic, social, and moral responsibilities of business to society.

4. The program should encourage and promote the use of ethical standards in business and industry.

5. The program should stimulate the student's interest in his chosen distributive career field by providing an understanding of the opportunities it offers him to be a contributing member of society.

6. The program should prepare distributive personnel to analyze consumer demand and to satisfy the needs and wants of consumers intelligently, efficiently and pleasantly.

7. The program should provide training that results in increased efficiency in distribution and marketing.

8. The program should contribute to the improvement of the techniques in distribution and marketing.

9. The program should be sensitive to changes in distributive and marketing practices and procedures as they are affected by societal, economic, technical, and educational developments, and adapt to such changes.

10. The program should advance the objectives of the total educational program.

11. The program should strive to develop among employers, employees, and consumers a wider appreciation of the value of specifically trained personnel in distribution.

Unique Characteristics of Post-Secondary Distributive Education

Post-secondary distributive education is unique among the variety of vocational curriculums. Its characteristics, which influence the objectives, organization, operation, and evaluation of the distributive education curriculums in post-secondary schools, include (Post-Secondary Distributive Education, 1969, p. 6):

1. Provides both intensive and extensive instruction in a marketing function, product area, or business.

2. Provides instruction which leads to specialization in a marketing function, product area, or business category.

3. Serves a student population from a large geographic area.

4. Provides curriculums oriented to local, state, regional, or national occupational needs.

5. Follows a collegiate schedule of classes with special flexibility to permit appropriate application of learning.

6. Has standards and quality leading to supervisory and management competencies.

7. Utilizes businessmen from a wide range of business interests and from a wide geographic area for advisory and resource purposes.

STATEMENT OF THE PROBLEM

The problem in this study centers around distributive education program offerings at the post-secondary level. Four of the six Nebraska area technical community colleges offer general distributive education middle-management programs. Two of the area schools offer specialized training in at least one, but not more than four of the twenty-one specialized distributive occupations. All of the Nebraska area technical community colleges are actively considering offering specialized distributive education programs. This study was completed to: (1) examine the appropriateness of a proliferation of general middle-management post-secondary distributive education programs in the State of Nebraska; (2) determine if and what specialized post-secondary distributive education programs should be implemented; and (3) develop a research model by which the first two aforementioned needs can be determined.

OBJECTIVES OF THE STUDY

The specific objectives to be attained in this study were:

1. To determine whether or not additional general middle-management distributive education programs should be developed and implemented.

2. To determine what (if any) specialized programs in distribu-

tive education should be developed and implemented in Nebraska's post-secondary educational institutions and what is the hierarchical and/or chronological order in which they should be developed and implemented.

3. The development of a research model transferable longitudinally over time for future use in achieving objectives similar to numbers (1) and (2) above for distributive education as well as transferable over vocational disciplines for present and future use in achieving the same previously referenced objectives.

ORGANIZATION OF THE STUDY

The three objectives of this study were attained. Objective number one (1) above was satisfied by a review of relevant literature dealing with the development of distributive education programs at the post-secondary level. Objective number two (2) above was met by the collection of data from each of six sources. The data sources were: (1) a five per cent random sample of the total population of Nebraska distributive businesses; (2) a twenty per cent random sample of the seniors graduating from Nebraska high schools; (3) all of Nebraska's distributive education teachers; (4) the Nebraska State Administrative Consultant for Distributive Education; (5) the Nebraska State Department of Labor; and (6) the United States Department of Labor Statistics. Using questionnaires, interviews, and secondary resources, information was gleaned from these sources regarding their notion of the needs for the development of specialized distributive programs. The data was arranged into six hierarchies of need. These hierarchies consisted of rank ordered program titles for the distributive occupations.

Upon completion of the six hierarchies of need reflecting the

input of the six data sources, an integrated hierarchy was synthesized. This process was completed by utilizing the panel of experts method. Ten nationally recognized experts in the field of distributive education assigned weights of importance to the six data sources. The weights were averaged and by mathematical manipulation the six individual hierarchies were combined and applied, and an integrated hierarchy of need for the development of post-secondary distributive education programs in Nebraska was created.

Objective number three (3) above was achieved through both (a) trial and error procedures, and (b) application of existing systematic curriculum development procedures. In developing the research model considerable emphasis was placed upon the philosophies of Ralph W. Tyler and Harland E. Samson.

DELIMITATIONS

The scope of the study encompassed six data sources. The input and analysis of data from additional sources could alter the findings. For example some traditional data sources of the curriculum development process such as the futurist writers, parents of students, and curriculum theorists were not included.

The six data sources per se represent speculation on future needs, and are therefore subject to the inherent weaknesses of speculation.

Any conclusions drawn are only applicable to the State of Nebraska or to other states judged to be similar.

After a review of significant literature relating to this study in Chapter 2, and a more complete description of the methods and procedures in Chapter 3, an analysis of the findings are presented in chapters

4 and 5. Chapter 6 is a summary of the findings, conclusions, and recommendations.

Chapter 2

REVIEW OF RELATED LITERATURE

The purpose of the review of related literature was to review and interpret research reports and research summaries that appeared to have a meaningful relationship to the problem and objectives set forth in this study. This review of the literature revealed: (1) an abundance of research indicating a need for post-secondary programs which focus on the training of middle-level managers; and (2) much casual empiricism suggesting various approaches to middle-management distributive curriculums. Only one study was found which generally parallels the present work.

This chapter is divided into two major sections. First, a description of the general need for post-secondary middle-management training programs which focus on the distributive occupations is presented. The remainder of the chapter centers on the need for post-secondary curricular offerings within the distributive field. A detailed analysis of alternative approaches to the post-secondary distributive education curriculum with specific reference to objective number one of this study is presented in Chapter 4.

THE NEED FOR POST-SECONDARY MIDDLE-MANAGEMENT TRAINING PROGRAMS

In 1973 the Nebraska Advisory Council for Vocational Education indicated both the tenor and the tone of post-secondary vocational education. In a manuscript titled The Preparation Gap, the Council suggests:

1. Students should be prepared to enter their area of the world of work by choice and not by chance.

2. Occupational decisions must be based upon a thorough understanding of the working conditions and competencies needed.

3. Increased flexibility of an educational offering is the best answer to adjusting to the diverse needs of individual students.

4. There should be no "either/or" curricular choices. Insistence upon conformity often breeds failure or dissent.

5. Educational activities should include more exploratory work experiences which must be closely linked to basic educational factors.

In addition, the Council mandated these imperatives:

Educational curricula must keep pace with the increasing specialization of our technological society.

Educational planners need to be more responsive to business and industry in preparing students to face the future.

GENERAL NEEDS ASSESSMENT STUDIES

During each of the past six years, the Research Coordinating Unit of the University of Nebraska, Lincoln, has conducted occupational needs assessments. The results of the 1973 survey reveal that the distributive occupations are in second position of need requiring 27,826 persons; 24.6 percent of the total vocational technical occupation needs of the State during the next twelve months. RCU projections of occupational needs for the years 1973 and 1975 indicates the distributive occupations will increase 3.1 per cent to 38,879 needed persons. This is the single largest increase of all the vocational technical areas. The RCU predicts for the same time period that agricultural occupations will experience a 3.1 per cent decrease; health occupations will increase .8 per cent; home economics occupations will decrease .2 percent; office occupations will increase

1.9 percent; technology occupations will decrease .1 percent; and that trade and industrial occupations will decrease 1.9 per cent, (Occupational Opportunities in Nebraska, 1973, p. 32).

Iowa Central Community College (1970) conducted a needs-interest study for post-high school education in which they report: "Only when a vocational or technical educational institution is aware of the skill needs of its area is it able to justify the expense of its existence and maintain a realistic curriculum insuring employment for its graduates." (p. 1). The study discovered short supply of competent sales persons: "A great many job titles involving salesmanship were reported as having a short supply of trained people indicating the probability or favorable reaction to a generalized sales course at the vocational training level." (p. 11). A program popularity ranking was performed by students as follows: ", . . the questionnaire asked the student their best judgment regarding their first and second choice of educational programs. The total results, in order of program popularity are (1) business education, (followed by others)." (p. 14).

An occupational survey in Ohio (1969) reported in "Action for Educators," notes the importance of the role of the school:

> Key responsibility for developing "workers acceptable to employers" rests with the schools and training agencies.
>
> Accelerate and expand the development of . . . community colleges to assist workers in the acquisition of skills. (p. 18)

In the same survey, Ohio (1969) under "Action for Area Leaders":

> Business and labor organizations . . . must assume the responsibility of providing a planned program for improving the skills of the work force.
>
> Promote equal opportunity for all qualified individuals to acquire skills.

> Strengthen the contribution of . . . community colleges to assist workers in the acquisition of skills.
>
> The new dimension in the labor force is QUALITY.
>
> If we are to maintain a high rate of economic growth, we must make a conscious effort to assure further development of our manpower resources and their more effective utilization. (p. 18)

Lucas (1968) cogently summarizes reasons for the increasing need for post-secondary middle-management training programs in the distributive occupations: due to the transition from an agrarian to a technological society and its concomitants such as the concentration of people in cities and mobility of the population, the system of distribution of goods and services has emerged as a prime progenitor of employment. Within the channels of distribution, the need has been identified for competent personnel for employment at the mid-management level in distributive businesses. In turn the challenge is presented for appropriate educational institutions to provide programs designed to prepare these individuals for employment. Although there is currently a dearth of post-secondary distribution education programs for persons desiring employment at the mid-management level, massive growth is predicted. (p. 3).

SPECIFIC NEEDS ASSESSMENT STUDIES

In the middle 1960's curriculum theorists and distributive teacher educators began to call for specialized distributive occupations curriculums. Painter (1966) indicated a need for a course of study in general merchandising: while the development of new products and merchandising techniques has increased almost unbelievably, management attention to training and personnel requirements in the marketing field has not kept pace. Today, however, many firms are reappraising their personnel

policies and are focusing attention on the development of personnel between the top executive level and the rank and file employee . . . often referred to as a middle manager.

The distributive occupation of food distribution was the subject of a 1968 study by William Haynes. He reported that unprecedented growth and technological advances in the food industry have created a need for well-trained supermarket management personnel. The projected growth of 1,000 new supermarkets by 1978 and a normal turnover will require up to 160,000 management personnel.

In 1969 Harland Samson conducted a landmark study of the nature and characteristics of middle-management in retail department stores. Samson concluded the most desired characteristics of middle-management to be the abilities to plan and direct the work of others. "Courses which might provide this content, however, are noticeably absent from current post-secondary retail management curriculums." (p. 134) Samson suggests that a retail management curriculum ought to contain the following eighteen general objectives:

1. To understand fundamental legal principles covering sales, contracts, and negotiable instruments.
2. To apply the fundamentals of business mathematics of retail merchandising.
3. To be effective in oral and written communications.
4. To apply the psychology of business writing to various types of business communications.
5. To understand the importance of an appropriate business personality as developed by proper grooming, poise, etiquette, and good personal health.
6. To be familiar with the role of credit in our economy.
7. To relate the functions of production, distribution, and consumption in the American economic system.

8. To be familiar with the influence of advertising in the economy.

9. To understand the organization of business enterprise and the functions of management.

10. To be familiar with electronic data processing systems utilized in retail operations.

11. To be familiar with general principles of retail merchandising.

12. To be able to analyze problems and trends of an urban-industrial society.

13. To be able to relate the ideal of free enterprise to marketing and merchandising.

14. To be conversant with the cultural and artistic elements of American society.

15. To understand the influence of labor, business and civic organizations.

16. To know how public policy is formed and administered in the United States.

17. To understand the importance of electronic data processing and its influence on business systems.

18. To be able to apply ethical behavior in business relations. (p. 74)

Landvogt (1970) urges that more attention be given to the distributive occupation of industrial marketing:

> There appears to be an indication that educators should be devoting more attention to the technical competency requirements for positions in industrial marketing and distribution.
>
> Post-secondary educators must convince business and industry that appropriate industrial marketing and distribution curriculums can be developed to meet manpower needs.
>
> The industrial marketing and distribution programs must provide for an increased emphasis to be placed on development of technical competencies.
>
> Industrial marketing and distribution programs must be designed that provide for maximum flexibility in the development of identified technical competencies.

The successful development of post-secondary programs in industrial market-

ing and distribution are realizable only when a cooperative effort is employed to provide for the development of realistic program competencies.

Kunz (1971) studied food services and the hotel industries. He writes: the demand for skilled, technical and management personnel in the food service and hotel industries will provide opportunities for thousands of young people in the years ahead.

In the review of literature only one study was found which closely parallels the present work, an unpublished doctoral dissertation by Patton in 1971. The purpose of the Patton study was to determine pre-employment training needs for middle managers in eight major retail areas in Oklahoma. Two groups of people were interviewed: (1) executive managers of the retail areas included in the study, and (2) middle managers of the retail areas included in the study. Retail areas included in the study were: apparel and accessory stores; automotive dealers; building materials; hardware and farm equipment dealers; eating and drinking places; food stores; furniture and home furnishings and equipment businesses; gasoline service stations; and general merchandise businesses. The interviews were thirty minutes to two hours in length.

The findings of the Patton study were used to make recommendations for developing distributive mid-management programs in Oklahoma junior colleges and area vocational-technical schools. Since junior colleges' growth in Oklahoma is taking place in metropolitan areas, the findings of the study were recommended for use in establishing distributive mid-management programs in metropolitan areas so that the curriculum design will fit the needs of middle-managers in the major retail areas.

In the analysis of findings Patton compared the response of executives and mid-managers in all of the other seven types of retail

businesses. Twenty-two curricular areas, common to many distributive mid-management programs, were presented to the interviewees for ranking as to their importance in a pre-employment program for training retail mid-managers. The computation of the Chi-square test to determine significant differences in curricular areas as expressed by management of each retail area revealed that there are common curricular needs in all eight retail areas researched. Judgment of the importance of each of the twenty-two curricular areas by executive and mid-management in each retail area was evaluated by computing a consensus index number for each curricular area. Of the twenty-two proposed curricular areas to be included in post-secondary mid-management programs in Oklahoma, the following areas were ranked as most important by all executive and mid-managers interviewed: communications, human relations, buying principles, salesmanship, sales management, mathematics, accounting, psychology and budget planning. Other curricular areas were considered of primary importance to one retail group, but not to all groups; therefore, it was concluded that the mid-management student should be counseled toward course selection according to his expressed interest rather than designing specialized mid-management programs for such areas as food merchandising, fashion merchandising, etc.

Informal responses of executive managers, in the retail fields concerned, indicated that there was a need for restructuring course content to meet the expressed needs of retailing. Executive managers interviewed indicated an interest in the cooperative function of the post-secondary distributive education program. Mid-managers, most of whom had completed high school only, indicated an interest in persuing an associate degree program in distributive education mid-management.

Responses of executive managers indicated that mid-managers constitute 9.27 to 13.56 per cent of their labor force and that the ratio of mid-management personnel to total employment in the retail area will increase approximately six per cent annually. In most cases, this rate of increase was related to anticipated growth of the business concerned.

Chapter 3

METHODS AND PROCEDURES

The methods and procedures utilized to conduct the study are presented in this chapter. After the identification of the problem and a review of the related literature, the following procedures were identified as necessary to implement the research: (1) identification of the data sources and where appropriate, the determination of populations and samples from these data sources; (2) developing and implementing data collection strategies; (3) analyzing and synthesizing of the data. A PERT chart illustrating the procedures employed in this study is presented in Appendix A.

DATA SOURCES

Sources of information for the completion of objective number one of this study were identified by reviewing the publications of curriculum theorists in the broad area of vocational education and the specific area of distributive education. An extensive analysis of the positions of these recognized authorities was undertaken. Three different movements in curriculum development were investigated. The movements reflect the views of: (1) advocates of generalized middle-management curriculums, (2) advocates of specialized middle-management curriculums, and (3) advocates of a middle road approach, e.g., a combination of both (1) and (2) to middle-management curriculum development. This analysis is presented in Chapter 4.

Seven sources were selected to provide input data which would serve as a basis for determining what, if any, specialized programs in distributive education should be developed and implemented in Nebraska's post-secondary schools, and what is the hierarchical order in which they should be developed. Six of the seven sources provided usable data. The specific data sources for this second phase of the study are described below.

Students

The student input to this study was obtained from Robert A. Brennaman's 1973 study, titled Determination of and Development of a Hierarchy of Interest of Nebraska High School Seniors in 26 Educational Programs of Marketing and Distribution for Positions in Middle-Management. Brennaman, working with the investigator using a survey method, obtained information from 2,657 randomly selected Nebraska high school seniors. The sample population in the Brennaman study is representative of the total state population of high school seniors in the class of 1973.*

Teacher-Coordinators

All secondary and post-secondary distributive education teacher-coordinators in the State of Nebraska were surveyed to determine the professional opinion of each teacher-coordinator regarding a hierarchy of need for specialized post-secondary distributive education programs. Their professional judgment was based upon each teacher-coordinator's knowledge of (1) student wants, and (2) employer needs. Eighty and seven tenths per cent of the respondents returned the survey instrument

*To assure 95% confidence with a 1% error when the total population is 35,584 requires approximately 760 usable returns.

of which 73.7% were usable. The return results are presented in Table 2.

Table 2

Return Rate of Teacher-Coordinator Survey

Number Mailed	Returned		Usable	
	No.	%	No.	%
57	46	80.7	42	73.7

The survey of the teacher-coordinators was conducted in the following manner:

1. A rank order form listing the twenty-one U.S.O.E. code areas of the distributive businesses was prepared. (These areas were listed in alphabetical order).

2. A pilot rank order form, a list of instructions, together with a cover letter explaining the purpose of the study and a self-addressed stamped envelope were provided for return of the form and was tested on five former distributive education teacher-coordinators.

3. Upon return of the form the results were tabulated in a trial procedure to determine the adequacy of the form and the accompanying instructions.

4. After minor modifications in wording, the revised form and the instructions (see Appendices B & C) were mailed to all secondary and post-secondary teacher-coordinators.

5. Two weeks after the mailing to the teacher-coordinators, a follow-up letter (see Appendix D) was mailed to those individuals who had not returned the form.

6. Four weeks from the date of original mailing another follow-up letter was sent to those remaining teacher-coordinators who had not yet returned the form.

7. Two weeks after the mailing of the second follow-up letter, a cut off date was imposed. No rank order forms were received after the cut-off date.

8. The information of the rank order forms was analyzed and synthesized and is presented in Chapter Five.

Distributive Businesses

Data representing the needs of distributive businesses in Nebraska were abstracted from the 1973 study of the Nebraska Research Coordinating Unit for Vocational Education (RCU) titled Occupational Opportunities in Nebraska. The RCU used a five per cent random sample of all businesses in Nebraska employing one or more persons. The sample size totaled 3,790 businesses. Each employer was interviewed to determine the number of persons employed, job duties of each employee, number of persons needed for the next twelve months and the following two years. Data supplied by the employers as job descriptions were coded by job title and number using the Dictionary of Occupational Titles. Instructional training programs for the D.O.T. titles were identified through Part II of the U.S. Office of Education publication, Vocational Education and Occupations.

Distributive Trade Associations

EDUTEK, Inc., Lincoln, Nebraska was commissioned to survey state and national distributive trade associations. The purpose of this survey was to collect data relevant to the employment picture in each of twenty-two United States Office of Education distributive education code categories. The population surveyed included the various state and national trade associations representing businesses within each of the U.S.O.E. categories. The job specification called for the survey to be developed in three parts: Part 1 was to be the identification of person(s) from a trade association(s), e.g. when possible, corresponding to each of the U.S.O.E. Distributive Occupation Code Numbers. Part 2 called for the collection of corroborated empirical evidence from each population member

to determine the average number of workers in 1972, 1973, and a projection of workers needed in 1974 and 1976. Part 3 of the survey was to develop a hierarchy showing weights in numbers of employees in the U.S. O.E. code areas needed in the future for Nebraska and the nation.

The first task of this survey was to identify a person or persons from a representative trade association in each of the U.S.O.E. code categories at the state level as well as at the national level. To identify the national association people, a book entitled 1973 National Trade and Professional Associations of the United States (& Labor Unions) was obtained from the Lincoln, Nebraska, Chamber of Commerce. From this listing of literally thousands of trade associations, the selection was narrowed down to one association for each category, as a starting point for the collection of data via telephone interviews.

State trade associations contacts were identified through the 1972 Nebraska Blue Book. The Conference and Conventions Coordinator from the Lincoln Chamber of Commerce also assisted in identifying personnel and state trade associations not listed in the Blue Book.

Using the information collected, a "contact sheet" was developed, listing the following information: code number and category; national trade association name, address, phone number, and contact's name and title; state association name, address, phone number, and contact's name and title (where available). This first listing of trade associations then became a kind of work sheet for the next part of the survey, and was approved by the project director before work was begun on the next task.

The second task was to develop an interview schedule which provided the means for obtaining all desired data. Using the original

specifications from the investigator, an interview schedule was prepared.

Using the national Wide Area Telephone Service (WATS) line, calls were made to the national associations listed on the "contact sheet". A telephone log was maintained which listed the data, association, city, telephone number, and person called for each call made. All relevant information collected during the course of the call was noted on the interview schedule. If the first association called did not have the data requested, information was solicited regarding other associations who might have that data. These future contacts were also recorded on the interview schedule and were followed up. Generally, all information collected regarding a code area was incorporated on one interview schedule. All leads and suggested new sources were followed up, as long as they were trade-related associations or sources.

The procedure outlined above was also used in contacting people representing state trade associations. Again, the state WATS line was used for calls outside the Lincoln area. The original plan had proposed that personal interviews would be made with state trade association people; however, after several attempts to set up personal interviews, it became apparent that there were virtually no specific statistics available at the state level. Therefore, any trips made to out-state areas for purpose of personal interviews would not result in any better results than would a telephone contact.

At the outset, it was recognized that it would be impossible to collect data from trade association sources in four of the categories. The reason for this was that the categories were too broad; they covered too many different kinds of occupations. There was not in existence one or even a few trade associations that would cover all of the kinds of

occupations involved. These categories were: 4.15--Personal Services; 4.18--Recreation and Tourism; 4.20--Retail Trade, Other; and 4.99--Distributive Education, Other. For example, the category of Personal Services includes businesses and, hence, trade associations ranging from hairdressers and dry cleaners to funeral directors and photographers.

Altogether, over one hundred calls were made to state and national trade information sources, covering 18 distributive education categories, an average of approximately 6 calls per category. A category was established as being "completed" when the surveyor was satisfied that the data obtained was the most accurate and complete information that was available from any known trade information source; and/or all leads had been followed and the result was a dead end.

The survey was completed with the submission to the project director of the following materials: contact work sheet; all interview schedules used to collect data for the 18 categories (one set of state schedules and one set of national schedules); log of all telephone calls; all corroborating material gathered; and a summary of survey background, procedures, findings, and conclusions. Further explanation of this information is presented in Chapter 5.

U.S. Government and Documents

Documents and publications of the U.S. Department of Commerce and the U.S. Bureau of Labor Statistics directly relating to current and future manpower needs were utilized. Occupational information which corresponds to distributive businesses as defined by the U.S.O.E. was analyzed and synthesized and is presented in Chapter 5.

Nebraska State Department of Labor

Documents and publications of the Nebraska Department of Labor directly relating to current and future manpower needs were utilized. The occupational information which corresponds to distributive businesses as defined by the U.S.O.E. was analyzed and synthesized and is presented in Chapter 5.

State Supervisor for Distributive Education

Mr. Larry Loomis, Administrative Consultant for Distributive Education, completed the identical instrument utilized in securing the data for the teacher-coordinators. Mr. Loomis' opinions are presented in Chapter 5.

WEIGHTING OF DATA SOURCES

Concurrent to the collection of data for the sources identified above, ten nationally recognized experts in the area of Distributive Education were requested to advise the investigator as to the weighting of importance of the data sources. A survey method was employed to collect this information.

1. The investigator identified ten individuals, who in his opinion, were nationally recognized for professional contribution to the field of distributive education.
2. An instrument designed for the purpose of determining the importance of the data sources and a description of these data sources was prepared. (See Appendices E & F).
3. The instrument together with a cover letter (found in Appendix G) explaining the purpose of the project was mailed to the ten experts.
4. Within two weeks all ten individuals returned the completed instrument.
5. The data was analyzed and synthesized and is presented in Chapter 4.

DEVELOPING AN INTEGRATED HIERARCHY OF NEED

After all of the data was collected, analyzed, and interpreted, an integrated hierarchy of need for specialized programs in distributive education was prepared. This was completed by the following mathematical process:

1. Each individual rank position of each of the six hierarchies was multiplied by the weight assigned by the jury of experts. For example, the distributive business hierarchy was weighted as 22.7%. The number one (1) rank in the hierarchy was General Merchandise, so it received 227 points (1 X 227).

2. The points for each specialized program were then totaled. All specialized programs had six individual point values, one from each data source. When a program had any five values assigned, because that particular specialized program was omitted from the hierarchy, then the average of the five was assigned as the necessary sixth point value.

3. After summing the six point values assigned to each specialized program, the totals were used to determine the rank ordering in the integrated hierarchy. The specialized program with the smallest total points ranked number one (1), next smallest number two (2), and so on until all twenty-one specialized programs were ranked.

The hierarchies and supporting data are in the chapters which follow. Chapter Four addresses objective number one. Chapter Five addresses objective number two; and Chapter Six addresses objective number three. A summary of the findings, the conclusions, and the recommendations are found in Chapter Seven.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA PART I: THE APPROPRIATENESS OF THE PROLIFERATION OF THE GENERAL MIDDLE-MANAGEMENT POST-SECONDARY DISTRIBUTIVE EDUCATION CURRICULUMS

Educational literature is rich with general articles, position papers and descriptive research which focus on the curricular issue of the kind and number of occupational programs which should be offered in post-secondary schools. This polemic issue is the subject of much debate as the area technical community college system develops in the State of Nebraska. And the future direction of post-secondary distributive education will be determined with the resolution of the issue. The first objective of this study,

> To determine whether or not additional general middle-management distributive education programs should be developed and implemented.

is directly related to this debate. The specific issue as it relates to distributive education evolves from the following question: Should the community colleges of Nebraska offer their clientele a general course of study in the distributive occupations, or should a specific curriculum be developed which offers a concentration of courses in any one or more of the twenty-one distributive occupations?

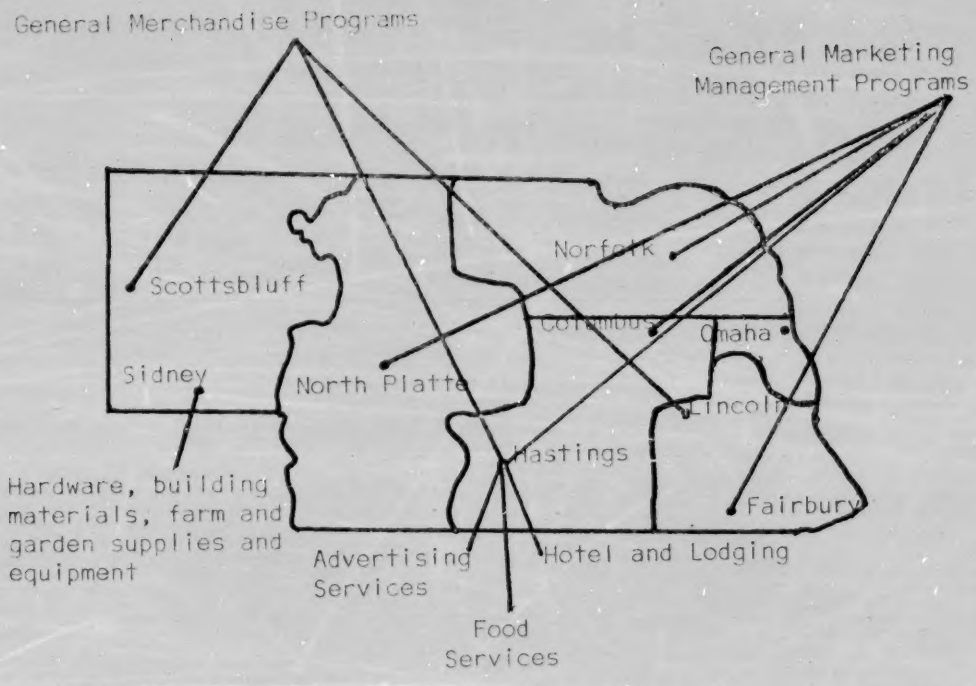


Figure 3: Locations of post-secondary distributive curriculums in Nebraska.

POST-SECONDARY DISTRIBUTIVE EDUCATION IN NEBRASKA

Central Nebraska Technical Community College offers more distributive curriculums than the sum of the remainder of the state. The Hastings campus alone provides instruction in: (1) General Marketing Management, (2) General Merchandise, (3) Advertising Services, (4) Hotel Management, and (5) Food Services-Restaurant Management. Elsewhere in the central area, the Columbus campus offers General Marketing Management. General distributive curriculums are also maintained at: (1) Northeast NTCC, Norfolk campus, (2) Mid Plains NTCC, North Platte campus, and (3) Southeast NTCC, Fairbury campus. Western NTCC offers two specialized distributive programs. The Scottsbluff campus has a general merchandise curriculum

and the Sidney campus offers a building materials program. The Lincoln campus of Southeast NTCC offers a general merchandise program.

A close analysis of the college catalogs reveals little if any difference between the general merchandise curriculum and the general marketing management curriculum. Certainly a valid generalization is that Nebraska is, to date, placing emphasis upon preparing the "generalists" for the business mid-management level of the professional hierarchy.

CHARACTERISTICS OF GENERAL AND SPECIALIZED CURRICULUMS

Should programs aim at preparing individuals for (1) general entry into the mid-management level, or (2) specfic job classifications within the mid-management level? Expert thinking is divided; however, there is agreement on where the battle lines are drawn. Gillie (1973, p. 114) presents a summary of what he refers to as (a) broad base curriculum, and (b) narrow based curriculum (Figure 4). The summary is representative of the generalists' and the specialists' notions as to what the curriculum ought to be.

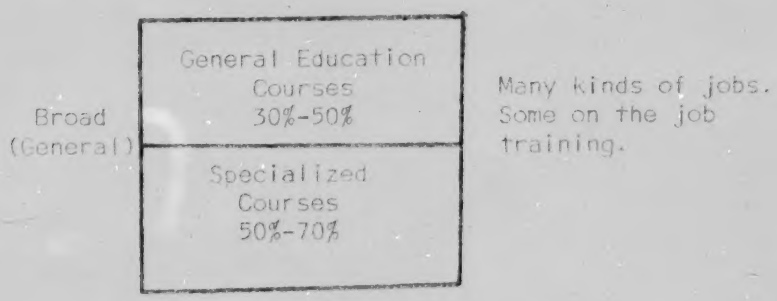


Figure 4: Summary of the General and Specialized Curricula
(continued on page 35)

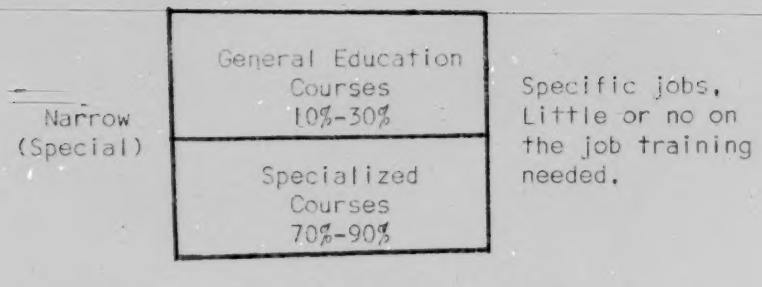

General Education Courses 10%-30%
Specialized Courses 70%-90%
Narrow (Special)
Specific jobs, Little or no on the job training needed.

Figure 4: Summary of the General and Specialized Curricula

In synthesizing the similarities and differences between the two types of program orientation, Gillie suggests: (1) both are two-year programs and both award the associate degree. Indications are that the narrow-based programs tend to have a lower drop-out rate (Bjorkquist, 1968); (2) the broad based versions aim to occupationally educate persons for a family (cluster) of jobs within a somewhat wide occupational area. For example, the mid-management program at Northeast NTCC, Norfolk, is typical of the general curriculum; and the Hotel/Motel Management program at Central NTCC, Hastings, is representative of a specialized curriculum. These two programs are illustrated in Figure 5.

Associate of Applied Science

Hotel/Motel Management

108 Total quarter hours required

42 quarter hours of Hotel/Motel studies
36 quarter hours of General Education
30 quarter hours of related occupational area

A representative sample of specialized courses from the college catalog includes: orientation to hospitality, essentials of good table service, the cashier, art of menu making, convention and group business, hotel law, security, wine appreciation, office procedures, occupational problems.

Associate of Arts Degree
Major concentration of study in business mid-management

Business courses

30 semester hours of business courses
(Such courses might include: management, law, retailing, salesmanship, advertising, accounting, marketing, and data processing.)

30 semester hours of general education courses
(Such courses might include: speech, psychology, English, history, political science, science, math, physical education.)

Figure 5: Specialized Hotel/Motel Management Curriculum and General Marketing/Management Curriculum

ADVOCATES OF THE GENERAL APPROACH

Advocates of the generalized mid-management curriculum (Goins, 1968; Kaufman and Brown, 1968; Ashmun and Larson, 1970; Venn, 1971; Patton, 1971; and Leighbody, 1972) maintain that an individual with a broad background is more flexible and adaptable to changes in the manpower needs of a rapidly changing America.

Leighbody, (1972, p. 60-66), suggests that to secure one's first job is important, but a high degree of specialization in the vocational subjects is not needed for successful placement; and it is the broadly prepared worker, not the narrowly trained specialists who have the best chance for career and growth and occupational continuity. Further, he writes that there is no reason to believe that broadening the vocational curriculum to include general objectives will result in watering down or abandoning vocational outcomes as some vocationalists seem to fear. . .the idea that employers generally desire the schools to train students to perform the exact skills needed in particular jobs has never been born out by actual experience. Leighbody asserts that all available evidence suggests that it is not necessary for occupational education to emphasize specialized

work skills at the expense of general education in order to satisfy the expectations of employers. The most saleable skills are likely to be those which are non-specialized. Leighbody, however, fails to cite the evidence to which he refers. Leighbody also suggests that an education which results in knowing a little about a great many things may produce a shallow person, while knowing a great deal about a narrow field results in an equally deficient education. Technology has increased the number of occupational specialities, yet it has also created a need for the broadly trained and educated employee rather than the limited specialists.

Kaufman and Brown (1968) as well as Ashmun and Larson (1970) point to the rapid change argument and suggest a generalized cluster approach to the curriculum (Kaufman and Brown, p. 326). It is more realistic to plan and train for occupational clusters than for specific occupations. Hopefully, this will allow greater flexibility and smoother adjustments of supply in response to changes in demand. Ashmun and Larson write that curriculum research strategies have centered around the cluster approach which prepares persons for a family of occupations instead of a single occupation. This they maintain allows the worker to move forward with technological change. Venn (1970) lends support to the rapid change point-of-view: the high degree of specialization found in many vocational programs appears to be misguided in light of the fact that many people can look forward to five or six occupational shifts over a forty-year period.

Robinson (1967) and Goins (1968) round out the generalists' position by referring to the needs of business and industry. Robinson suggests the education of the middle manager must be largely a company affair because the information with which he deals originates within the corporate

system. Goins cites a typical research finding which indicates two-thirds of business selects and promotes mid-managers from among their present employees.

ADVOCATES OF THE SPECIALIZED APPROACH

Advocates of a specialized curricular approach to the training of individuals for the mid-management level of the professional hierarchy base their arguments on essentially the same evidence the generalists base their thoughts: i.e., the notion of adapting to rapid change.

Swanson (1969), Lucas (1968), and Haynes (1968) set forth the strong feelings which advocates of the specialized curriculum possess. Swanson (p. 22) warns that curriculum developers should move cautiously lest they prepare generalized jacks of all trades and masters of none. Efforts to make the curriculum more general do not substitute for the need for specificity in vocational training. The curriculum should enable a student to attain a basic saleable competence. Haynes points out that one of the underdeveloped opportunities in community colleges in the decades ahead is that of specialized programs serving a specific distributive industry. Lucas attempts to put the cap on the bottle by asserting that each distributive education curriculum within post-secondary educational systems should be organized to serve a specific area of employment.

Simmons (1973, p. 39) looks at the faculty of community colleges, and concludes that the specialized approach is the most viable. He writes that it would be utterly foolish for a community college to attempt to organize a generalized program without an adequately prepared faculty. He contends that few instructors in our community colleges have had the preparation to properly teach general mid-management courses.

Spautz (1971) looks at current developments within industry and concludes: the trend seems to be for organizations to rely on outside resources for developing training programs and phasing out large on-site staffs. There seems to be less reliance on standard, classroom-like seminars through which managers are passed in a routine fashion, and more emphasis on tailor-made programs for specific groups or individuals.

A MIDDLE ROAD APPROACH

Gillie (1973, p. 116) suggests further analysis and advances a middle of the road resolution: in the final analysis, the orientation of the program should be determined by the perceived job needs in that occupational area and the kinds of students available for entry into the program. One type of student is best fit for broad-based programs, while a second kind of student is best suited for narrow-based programs. Job needs in the particular occupational area should be carefully analyzed to determine whether the needs of the business-industrial community would be best served by the broad-based or narrow-based program. The two factors together, available jobs within the occupational area and the kinds of students interested in those kinds of jobs, should be the major factors behind making a decision about program orientation.

The International Organization for Economic Cooperation and Development (OECD), whose member nations include all European common market countries, Canada, Japan, and the United States, advocates a middle road vocational curriculum. The position of the organization calls for: (1) increasing emphasis on cultivating general intelligence, abstraction, and basic academic skills; and (2) skilled operatives who can adjust to rapid changes, that is those who have a wider and more thorough basic training, (Gregoire, 1967, p. 104).

The position of the U,S. Department of Health, Education, and Welfare is also middle of the road. In the Department's guide for administrators and teachers, titled Post-Secondary Distributive Education, H.E.W. suggests that the post-secondary institution has great flexibility in the distributive education curricula it may offer. The scope and depth of instruction can be adjusted to the needs of business and the occupational needs of students. Because of this flexibility, post-secondary curricula will be found to have considerable variation (Post-Secondary Distributive Education, 1969, p. 15).

THE VERSATILE SPECIALISTS

Advocates of the general vocational curriculum maintain that the broadly prepared individual is more capable of adapting to rapid changes and career growth opportunities than the narrowly prepared specialists. Those advocating specialized preparation suggest that generalists prepared jacks of all trades and that business and industry do not want generalists. Neither side has hard data to support their positions. To date the literature is limited to "I believe this about that," statements supported by casual empircism. The middle of the road approach suggests that we train the idealistic versatile specialists.

CHAPTER 5

ANALYSIS AND INTERPRETATION OF DATA PART II:

THE NEED FOR SPECIALIZED DISTRIBUTIVE EDUCATION PROGRAMS

Chapter Five presents an analysis and interpretation of the data that was collected from:

(1) Distributive businesses,
(2) High school seniors,
(3) Nebraska State Department of Labor,
(4) U.S. Bureau of Labor Statistics,
(5) Distributive Education Teacher-Coordinators, and
(6) Nebraska State Administrative Consultant for Distributive Education.

The purpose of the chapter is to satisfy objective number two of the study.

> To determine what (if any) specialized programs in distributive education should be developed and implemented in Nebraska's post-secondary educational institutions and what is the hierarchical and/or chronological order in which they should be developed and implemented.

The primary and secondary sources of data were utilized to achieve the objective. The primary source was a survey of distributive teacher coordinators and the state consultant for distributive education. Secondary data sources included (1) documents from the State Department of Labor, (2) documents from the Federal Bureau of Labor Statistics, (3) an interest inventory of high school seniors in 26 educational programs of marketing and distribution (Brennaman, 1973), and (4) a survey of Occupational Opportunities in Nebraska (1974).

HIERARCHIES OF NEED

Distributive Businesses

The data abstracted from the 1974 survey* of Occupational Opportunities in Nebraska by the Research Coordinating Unit for Vocational Education is presented in Table 3. The rank order was determined by the number of increases or decreases in positions available within each specialized distributive occupation. The largest increase was in the area of general merchandise. Between 1973 and 1974, the RCU reports a 188.9 per cent increase in jobs throughout the state. This unusually high percentage is attributable to two (2) factors: (a) an improvement in survey and classification techniques utilized by the RCU, and (b) rapid expansion of this occupational area.

Noticeable trends in the data suggest that in addition to the area of general merchandise, the categories of personal services, recreation and tourism, advertising, and hotel and lodging are all experiencing large percentage increases in job availability. A hierarchy of need based on per cent of increase of jobs within the specialized distributive occupations is shown in Table 4.

High School Seniors

The 1973 study titled The Determination and Development of A Hierarchy of Interest of Nebraska High School Seniors in 26 Educational Programs of Marketing and Distribution for Positions in Middle Management served as the input medium of high school students. Using a stratified

*To be published in June of 1974.

TABLE 3

HIERARCHY OF NEED FOR POST-SECONDARY DE PROGRAMS AS REVEALED BY DISTRIBUTIVE BUSINESSES

Rank		Distributive Occupation	Number Employed 1973	1974	Change No.	%
1	04.08	General Merchandise	15,800	45,640	29,040	188.9
2	04.09	Hardware, Building Materials, Farm & Garden Supplies and Equipment	6,240	7,320	1,180	19.2
3	04.18	Recreation and Tourism	2,100	3,240	1,140	54.3
4	04.06	Food Distribution	10,820	11,940	1,120	10.4
5	04.16	Petroleum	7,180	7,780	600	8.4
6	04.15	Personal Services	860	1,420	560	65.1
7	04.01	Advertising Services	1,740	2,100	360	20.7
8	04.07	Food Services	3,220	3,540	320	9.9
9	04.11	Hotel and Lodging	1,200	1,440	240	20.0
10	10.31	Wholesale Trade, Other	1,080	1,060	-20	-1.9
11	04.05	Floristry	1,280	760	-520	-40.6
12	04.10	Home Furnishings	3,280	2,180	-1100	-33.5
13	04.13	Insurance	6,660	5,340	-1320	-19.8
14	04.03	Automotive	9,280	7,680	-1600	-17.2
15	04.17	Real Estate	5,860	4,020	-1840	-31.4
16	04.19	Transportation	8,920	6,760	-2160	-24.2
17	04.12	Industrial Marketing	9,080	6,800	-2280	-25.1
18	04.04	Finance and Credit	9,100	2,760	-6383	-70.1
19	04.02	Apparel and Accessories	10,580	4,180	-6400	-60.5
20	04.20	Retail Trade, Other	14,720	6,000	-8720	-59.2
21	04.14	International Trade	*	*	*	*

TABLE 4

HIERARCHY OF NEED FOR POST-SECONDARY DE PROGRAMS AS REVEALED BY DISTRIBUTIVE BUSINESS MANAGERS BASED ON PERCENTAGE INCREASES IN EMPLOYMENT

Rank		Distributive Occupation	Increase(Decrease) in Number and PerCent of Employees 1973-1974	
1	04.08	General Merchandise	29,040	188.9
2	04.15	Personal Services	560	65.1
3	04.18	Recreation and Tourism	1,140	54.3
4	04.01	Advertising Services	360	20.7
5	04.11	Hotel and Lodging	240	20.0
6	04.09	Hardware, Bld. Mat., etc.	1,180	19.2
7	04.06	Food Distribution	1,120	10.4
8	04.07	Food Service	320	9.9
9	04.16	Petroleum	600	8.4
10	04.31	Wholesale Trade, Other	-20	-1.9
11	04.03	Automotive	-1,600	-17.2
12	04.13	Insurance	-1,320	-19.8
13	04.19	Transportation	-2,160	-24.2
14	04.12	Industrial Marketing	-2,280	-25.1
15	04.17	Real Estate	-1,840	-31.4
16	04.10	Home Furnishings	-1,100	-33.5
17	04.05	Floristry	520	-40.6
18	04.20	Retail Trade, Other	8,720	-59.2
19	04.02	Apparel and Accessories	6,400	-60.5
20	04.04	Finance and Credit	6,383	-70.1
21	04.14	International Trade	*	*

*No available information.

proportionate random sample of high school seniors, Brennaman formulated the following hierarchy: Advertising, Agriculture-Business Management, Air Transportation, Air Management, Automobile Marketing, Banking and Finance, Building Material Management, Credit Management, Department Store Marketing, Fashion Merchandising, Hardware Marketing, Home Furnishings Marketing, Hotel-Motel-Restaurant Management, Industrial Marketing, Insurance, Interior Design and Sales, Lumberyard Sales and Management, Nursery Marketing, Petroleum Marketing, Real Estate, Travel and Recreation Management, Traffic and Transportation Management, and Wholesale Marketing. The participants were requested to make selections of first through fifth choice for educational programs in marketing and distribution. The responses were weighted to provide for the possibility of a strong demand for a program in other than first choice position. The point accumulations were totaled and three hierarchies emerged based upon the respondents' choices. The total group of 2,657 respondents was broken into three groupings for analytical purposes: males only, females only, and male-female. The responding males' (1,440) program preference hierarchy was: (1) Automobile Marketing, (2) Agriculture-Business Management, (3) Advertising, (4) Air Transportation, and (5) Banking and Finance. The female group (1,217) respondents' program preference hierarchy was: (1) Fashion Merchandising, (2) Interior Design and Sales, (3) Floristry, (4) Banking and Finance, and (5) Travel and Recreation Management. The hierarchy for the total group of 2,657 respondents was: (1) Fashion Merchandising, (2) Interior Design and Sales (3) Banking and Finance (4) Floristry, and (5) Advertising.

The twenty-six areas in the Brennaman study were condensed to correspond to the "04" classifications of the U.S.O.E. As a result of the condensing, only 18 areas are presented in Table 5.

TABLE 5

HIERARCHY OF INTEREST FOR POST-SECONDARY DE PROGRAMS
AS REVEALED BY HIGH SCHOOL SENIORS

Rank		Distributive Occupation
1	04.19	Transportation
2	04.02	Apparel and Accessories
3	04.04	Finance and Credit
4	04.05	Floristry
5	04.01	Advertising
6	04.18	Recreation and Tourism
7	04.09	Hardware, Building Materials, etc.
8	04.03	Automotive
9	04.17	Real Estate
10	04.11	Hotel and Lodging
11	04.13	Insurance
12	04.10	Home Furnishing
13	04.08	General Merchandise
14	04.07	Food Service
15	04.06	Food Distribution
16	04.31	Wholesale Trade, Other
17	04.12	Industrial Marketing
18	04.16	Petroleum Marketing

Nebraska State Department of Labor

Statistical data supplied by the Nebraska State Department of Labor is presented in Table 6. Actual employment figures are shown for the year 1970 together with estimates of the years 1975 and 1980. According to the State Department of Labor, the greatest anticipated demand for workers will be in the areas of (1) Food Services with an estimated increase of 5,941 employees between the years 1970 and 1980, and (2) Finance and Credit with an estimated increase of 4,581 employees between the years 1970 and 1980. Increases in the number of employees separating the next three categories total less than 350. These categories are Retail Trade, Other; General Merchandise; and Insurance.

Percentage increases in employees needed during the years 1970 to 1980 range from 41.25 per cent in the area of Finance and Credit to .19 per cent in the 04.09 category, Hardware, Building Materials, Farm and Garden Supplies. The state department statistics indicate the areas of hotel and lodging and transportation will decrease during the decade of the 1970's. Three and sixty-six hundredths per cent decrease (3.66%) in the former and a 1.9 per cent decrease in the latter. A hierarchy of need based on these percentages is presented in Table 7.

U.S. Bureau of Labor Statistics

The 1971 revised edition of Tomorrow's Manpower Needs served as the secondary resource for this section of the study. Many other government documents were analyzed; however, the statistical information in Needs was the most congruent with regard to the U.S.O.E.'s 04 classification. Most government offices utilize the Standard Industrial Classification Manual (S.I.C.) for categorizing occupations. This fact accounts

TABLE 6

HIERARCHY OF NEED FOR SPECIALIZED DE PROGRAM AS REVEALED BY THE NEBRASKA STATE DEPARTMENT OF LABOR

U.S.O.E. CODE	Name of Areas	1970 Employ.	Estimate 1975 Employ.	Projected 1980 Employ.	Numbered % Change 1970-80	
					No.	%
04.04	Food Services	25,499	28,469	31,440	5941	23.30
04.04	Finance and Credit	11,105	13,395	15,686	4581	41.25
04.20	Retail Trade, Other	13,240	14,991	16,741	3501	26.44
04.08	General Merchandise	18,151	19,821	21,491	3340	18.40
04.13	Insurance	15,012	16,591	18,170	3158	21.04
04.31	Wholesale Trade	27,447	28,502	29,558	2111	7.69
04.03	Automotive	17,587	18,446	19,305	1718	9.77
04.06	Food Distribution	13,241	14,026	14,811	1570	11.86
04.18	Recreation and Tourism	3,602	4,122	4,643	1041	28.90
04.17	Real Estate	4,269	4,571	4,873	604	14.15
04.02	Apparel and Accessories	5,255	5,489	5,723	468	8.91
04.10	Home Furnishings	4,448	4,633	4,818	370	8.32
04.01	Advertising Services	929	1,048	1,168	239	25.73
04.16	Petroleum	1,773	1,836	1,899	126	7.11
04.15	Personal Services	10,653	10,709	10,765	112	1.05
04.05	Floristry	493	530	568	75	15.21
04.09	Bldg. Mat., Hardware, etc.	8,312	8,320	8,328	16	.19
04.11	Hotels and Lodging	6,229	6,115	6,001	-228	-3.66
04.19	Transportation	26,790	26,714	26,458	-512	-1.90

TABLE 7

HIERARCHY OF NEED FOR SPECIALIZED DE PROGRAMS AS REVEALED BY THE NEBRASKA STATE DEPARTMENT OF LABOR BASED ON PERCENTAGE INCREASES IN EMPLOYMENT

Rank		Distributive Occupation	Increase (Decrease) in Number and Per Cent of Employees 1970-1980	
1	04.04	Finance and Credit	4,581	41.25
2	04.18	Recreation and Tourism	1,041	28.90
3	04.20	Retail Trade, Other	3,501	26.44
4	04.01	Advertising Services	239	25.73
5	04.07	Food Services	5,941	23.30
6	04.13	Insurance	3,158	21.04
7	04.08	General Merchandise	3,340	18.40
8	04.05	Floristry	75	15.21
9	04.17	Real Estate	604	14.15
10	-04.06	Food Distribution	1,570	11.86
11	04.03	Automotive	1,718	9.77
12	04.02	Apparel and Accessories	486	8.91
13	04.10	Home Furnishings	370	8.32
14	04.31	Wholesale Trade, Other	2,111	7.69
15	04.16	Petroleum	126	7.11
16	04.15	Personal Services	112	1.05
17	04.09	Hardware, Bld. Mat., etc.	16	.19
18	04.19	Transportation	-512	-1.80
19	04.11	Hotel and Lodging	-228	-3.66
20	04.12	Industrial Marketing	*	*
21	04.14	International Trade	*	*

*No available information.

for much of the incongruity between the three sources of statistical data on occupational needs, e.g. RCU employs the Dictionary of Occupational Titles (D.O.T.); and the corresponding U.S.O.E. system, the Nebraska State Department of Labor, utilizes the S.I.C. Because of this only 19 categories are illustrated in Tables 8 and 9.

Government statistics indicate Retail Trade to be the single largest category with an anticipated increase of jobs during the 1970's numbering 1,927,000. This represents a 17% increase for 1970 to 1980. The next largest increase in actual jobs is in the area of Food Services. Here an estimated 968,400 jobs will need to be filled between 1970 and 1980. The Recreation and Tourism category will experience the greatest percentage increase during the decade, 39.1 per cent. This is equivalent to almost one half million jobs. Hotel and Lodging ranks second behind Recreation and Tourism with an estimated 35.6 per cent increase. The smallest number of jobs during the time period is in the area of Advertising Services. Only 12,000 jobs are anticipated to be open in this category. Table 8 contains the hierarchy of need based upon estimated jobs, while Table 9 contains a rank ordering of categories based upon percentage increases in job availability.

Teacher-Coordinators

Upon completion of the survey as detailed in Chapter Three, the hierarchy of need presented in Table 10 was prepared. Secondary and post-secondary distributive teacher-coordinator combined opinions reveal the specialized programs to be: (1) Apparel and Accessories, (2) General Merchandise, (3) Food Service, (4) Automotive, and (5) Personal Services. Programs carrying the least weight of importance are: (21) International Trade, (20) Advertising Services, (19) Floristry, (18) Industrial Marketing, and (17) Insurance.

TABLE 8

HIERARCHY OF NEED FOR SPECIALIZED DE PROGRAMS AS REVEALED BY THE U.S. DEPARTMENT OF LABOR

Rank		Distributive Occupation	1970	1980	%Change	No.
1	04.20	Retail Trade, Other	11,098,000	13,025,000	17.4	1,927,000
2	04.07	Food Services	4,712,600	5,681,000	20.6	968,400
3	04.03	Automotive	3,308,900	4,215,000	27.4	906,100
4	04.31	Wholesale Trade, Other	3,824,000	4,600,000	20.3	776,000
5	04.08	General Merchandise	2,301,300	2,895,000	25.8	593,700
6	04.06	Food Distribution	3,131,700	3,700,000	18.2	568,300
7	04.11	Hotel & Lodging	1,438,800	1,965,000	35.6	526,200
8	04.09	Hardware, Bldg. Mat., Farm & Gard. Sup. & Equip.	2,565,900	3,020,000	17.7	454,100
9	04.04	Finance & Credit	1,713,500	2,157,000	25.9	443,500
10	04.18	Recreation & Tourism	625,300	870,000	39.1	244,700
11	04.19	Transportation	2,455,600	2,645,000	7.7	189,400
12	04.15	Personal Services	548,400	695,000	26.7	146,600
13	04.13	Insurance	274,600	325,000	18.4	77,400
14	04.16	Petroleum	809,100	885,000	9.4	75,900
15	04.17	Real Estate	663,900	730,000	10.0	66,100
16	04.10	Home Furnishings	455,800	500,000	9.7	44,200
17	04.02	Apparel & Accessories (Ret.)	880,400	915,000	3.9	34,600
18	04.01	Advertising Services	123,000	135,000	9.9	12,000
19	04.05	Floristry	*	*	*	*

*No available information.

TABLE 9

HIERARACHY OF NEED FOR SPECIALIZED DE PROGRAMS AS REVEALED BY THE U.S. DEPARTMENT OF LABOR BASED ON PERCENTAGE INCREASES IN EMPLOYMENT

Rank		Distributive Occupation	Increase (Decrease) in Number and Per Cent of Employees 1970-1980	
1	04.18	Recreation and Tourism	244,700	39.1
2	04.11	Hotel and Lodging	526,200	35.6
3	04.03	Automotive	906,100	27.4
4	04.15	Personal Services	146,600	26.7
5	04.04	Finance and Credit	443,500	25.9
6	04.08	General Merchandise	593,700	25.8
7	04.07	Food Services	968,400	20.6
8	04.31	Wholesale Trade, Other	776,000	20.3
9	04.13	Insurance	77,400	18.4
10	04.06	Food Distribution	568,300	18.2
11	04.09	Hardware, Bld. Mat., etc.	454,100	17.7
12	04.20	Retail Trade	1,927,000	17.4
13	04.17	Real Estate	66,100	10.0
14	04.01	Advertising Services	12,000	9.9
15	04.10	Home Furnishings	44,200	9.7
16	04.16	Petroleum	75,900	9.4
17	04.19	Transportation	189,400	7.7
18	04.02	Apparel and Accessories	34,600	3.9
19	04.05	Floristry	*	*

*No available information.

TABLE 10

HIERARCHY OF NEED FOR SPECIALIZED DE PROGRAMS AS REVEALED BY TEACHER-COORDINATORS

Rank		Distributive Occupation
1	04.02	Apparel and Accessories
2	04.08	General Merchandise
3	04.07	Food Services
4	04.03	Automotive
5	04.15	Personal Services
6	04.20	Retail Trade, Other
7	04.09	Hardware, Bldg. Mat., Etc.
8	04.06	Food Distribution
9	04.18	Recreation and Tourism
10	04.19	Transportation
11	04.04	Finance and Credit
12	04.10	Home Furnishings
13	04.16	Petroleum
14	04.11	Hotel and Lodging
15	04.31	Wholesale Trade, Other
16	04.17	Real Estate
17	04.13	Insurance
18	04.12	Industrial Marketing
19	04.05	Floristry
20	04.01	Advertising Services
21	04.14	International Trade

State Administrative Consultant

The opinions of the State Consultant for Distributive Education are presented in Table II. The consultant indicated the two food related programs to be of highest ranking importance, followed by Apparel and Accessories, Insurance, and Industrial Marketing.

AN INTEGRATED HIERARCHY

Weighting of Data Sources

In order to combine the six separate hierarchies of need for specialized post-secondary distributive education programs it was necessary to assign weights of relative importance to the six data sources. To achieve the weighting of data sources the jury or panel of experts technique as outlined in Chapter Three was employed. The ten panel members were, in alphabetical order:

Dr. Richard Ashmun, University of Minnesota
Dr. Raymond Dannenberg, Western Michigan University
Dr. Peter G. Haines, Michigan State University
Dr. E. Edward Harris, Northern Illinois University
Dr. Stephen R. Lucas, University of North Carolina at Greensboro
Dr. Richard L. Lynch, Virginia Polytechnic Institute and State University
Dr. Ralph E. Mason, Indiana State University
Dr. Barry Reece, University of Northern Iowa
Dr. Harland E. Samson, University of Wisconsin
Dr. Neal Vivian, Ohio State University

The individual (without regard to the above order) and combined weighting of the data sources by the panel of experts is presented in Table 12.

A seventh data source, Distributive Trade Associations, appears in Table 12. Because the survey of the experts occured concurrently with the general data collection, it was not apparent that the survey of trade

TABLE II

HIERARCHY OF NEED FOR POST-SECONDARY DE PROGRAMS AS REVEALED BY THE ADMINISTRATIVE CONSULTANT FOR DISTRIBUTIVE EDUCATION, STATE OF NEBRASKA

Rank		Distributive Occupation
1	04.07	Food Services
2	04.06	Food Distribution
3	04.02	Apparel and Accessories
4	04.13	Insurance
5	04.12	Industrial Marketing
6	04.11	Hotel and Lodging
7	04.17	Real Estate
8	04.03	Automotive
9	04.01	Advertising Services
10	04.04	Finance and Credit
11	04.05	Floristry
12	04.09	Hardware, Building Mat., etc.
13	04.15	Personal Services
14	04.08	General Merchandise
15	04.20	Retail Trade, Other
16	04.31	Wholesale Trade, Other
17	04.10	Home Furnishings
18	04.18	Recreation and Tourism
19	04.19	Transportation
20	04.16	Petroleum
21	04.14	International Trade

TABLE 12

INDIVIDUAL AND COMBINED WEIGHTING OF THE DATA SOURCES BY THE PANEL OF EXPERTS

Data Sources

Individual	High School Seniors	Distributive Businessmen	Distributive Trade Associations	U.S. Bureau of Labor Statistics	Distributive Teacher-Coordinators	Nebraska State Department of Labor	Nebraska State Supervisor of DE	Total
1	30	30	10	10	10	10	0	100
2	20	25	12	14	13	15	1	100
3	35	15	10	0	10	5	25	100
4	12	19	17	10	15	15	12	100
5	30	30	10	20	1	8	1	100
6	15	25	20	5	20	5	10	100
7	10	20	20	10	10	20	10	100
8	15	21	15	10	21	9	9	100
9	22	22	11	22	6	11	6	100
10	10	20	20	5	30	10	5	100
%	19.9	22.7	14.5	10.6	13.6	10.8	7.9	100.0
Totals	199.0	227.0	145.0	106.0	136.0	108.0	79.0	100.0

associations would be a fruitless effort. Thus the panel responded to the seven original data sources. An adjustment for the 14.5 per cent weight assignment to the trade associations was necessary. Members of the trade associations who were contacted indicated that they obtained virtually all of their employment data from the state governments and the federal government. In consideration of this dual source of the trade associations it was decided that the 14.5 per cent weight would be split evenly among the two aforementioned sources. Thus the weight of the Nebraska Department of Labor increased from 10.8 per cent to 18 per cent and the U.S. Bureau of Labor Statistics increased from 10.6 per cent to 17.9 per cent. The final weight assigned to the data sources is presented in Table 13.

The Integrated Hierarchy of Need for Specialized Post-Secondary Distributive Education Programs

Upon completion of the data collection and the weighting of data sources, the integrated hierarchy was synthesized as outlined in Chapter 3. The mathematical procedure created no tied ranks, with small differences in total points assigned to the first five ranks. Below the rank of five the differences became more pronounced. The first five ranks as shown in Table 14 are: (1) Food Services, (2) General Merchandise, (3) Food Distribution, (4) Automotive, (5) Recreation and Tourism.

Correlation Analysis of Data Sources

Rank order correlation and the associated significance of correlation was computed on each of the six individual hierarchies and the integrated hierarchy using Spearman's Rho. By setting a significance level of .05 the following correlations, found on page 60, prove significant:

TABLE 13

ADJUSTED COMBINED WEIGHTING OF DATA SOURCES OF PANEL OF EXPERTS

Data Source	Weighting Percent
Distributive Business Managers/Owners	22.7
High School Seniors	19.9
Nebraska State Department of Labor	18.0
U.S. Bureau of Labor Statistics	17.9
Distributive Teacher-Coordinators	13.6
Nebraska State Supervisor	7.9
Distributive Trade Associations	0.0
Total	100.0

TABLE 14

INTEGRATED HIERARCHY OF NEED FOR SPECIALIZED DE PROGRAMS BASED ON PROJECTED INCREASES IN NUMBER OF PERSONS EMPLOYED

Rank		Distributive Occupation
1	04.04	Food Services
2	04.08	General Merchandise
3	04.06	Food Distribution
4	04.03	Automotive
5	04.18	Recreation and Tourism
6	04.09	Hardware, Building Mat., Farm and Garden Supplies, Equipment
7	04.02	Retail Trade, Other
8	04.04	Finance and Credit
9	04.15	Personal Services
10	04.02	Apparel and Accessories
11	04.31	Wholesale Trade, Other
12	04.11	Hotels and Lodging
13	04.13	Insurance
14	04.01	Advertising Services
15	04.19	Transportation
16	04.17	Real Estate
17	04.16	Petroleum
18	04.05	Floristry
19	04.10	Home Furnishings
20	04.12	Industrial Marketing
21	04.14	International Trade

Integrated Hierarchy and

(a) Distributive Business Managers
(b) Nebraska Department of Labor
(c) U.S. Bureau of Labor Statistics
(d) Nebraska Distributive Teacher Coordinators

Nebraska Department of Labor and

(a) U.S. Bureau of Labor Statistics
(b) Nebraska Distributive Teacher Coordinators

The correlation matrix is presented in Table 15.

TABLE 15

CORRELATION MATRIX OF r VALUES AND SIGNIFICANCE LEVELS SHOWING AGREEMENT OF SOURCES ON THEIR RESPECTIVE HIERARCHIES*

	1	2	3	4	5	6	7
1.	Integrated Hierarchy	r= .5429 Sig.= .005	-.0734 .376	.5714 .003	.7399 .001	.5975 .002	.1585 .246
2.	Distributive Business persons	r= Sig.=	-.1468 .263	.0799 .369	.2910 .100	.1780 .220	-.0058 .490
3.	High School Seniors		r= Sig.=	.0273 .453	.2743 .453	.2743 .114	.0318 .445
4.	Nebr. Dept. of Labor			r= Sig.=	.6502 .001	.4748 .015	.2845 .106
5.	U.S. Bureau of Labor Statistics				r= Sig.=	.6371 .001	.1017 .330
6.	Nebr. Distributive Ed. Teachers					r= Sig.=	.2375 .150
7.	Nebr. State Administrative Consultant for Distributive Education						

*Significance levels computed using Spearman's Rho statistic

CHAPTER 6

A SYSTEMATIC RESEARCH MODEL

Objective number three of this study was:

> To develop a research model (a) transferable longitudinally over time for future use in achieving objectives similar to those in this study of distributive education programs; and (b) transferable over other vocational disciplines for present and future use in achieving similar objectives.

The purpose of this chapter is to present such a model.

The systematic model, shown in Figure 5, is a schematic diagram of the needs assessment process undertaken in this study. Each boxed area in itself requires a detailed procedure. Chapter 3 is an explication of those details. However, to maintain clarity and to illustrate logical transition, some of the information reported in Chapter 3 is repeated here.

The Problem

Systematic research begins with a problem. Problem statements (1) clarify what is to be determined, and (2) restrict the scope of the study. It is important that the problem be explicit and concise.

Objectives, Methods, Procedures

The formulation of objectives is a further refinement of the problem statement. By listing objectives, the precise nature of the investigation comes into focus. Objectives also serve to operationalize the problem statement. Until the problem is placed in operational terms, the

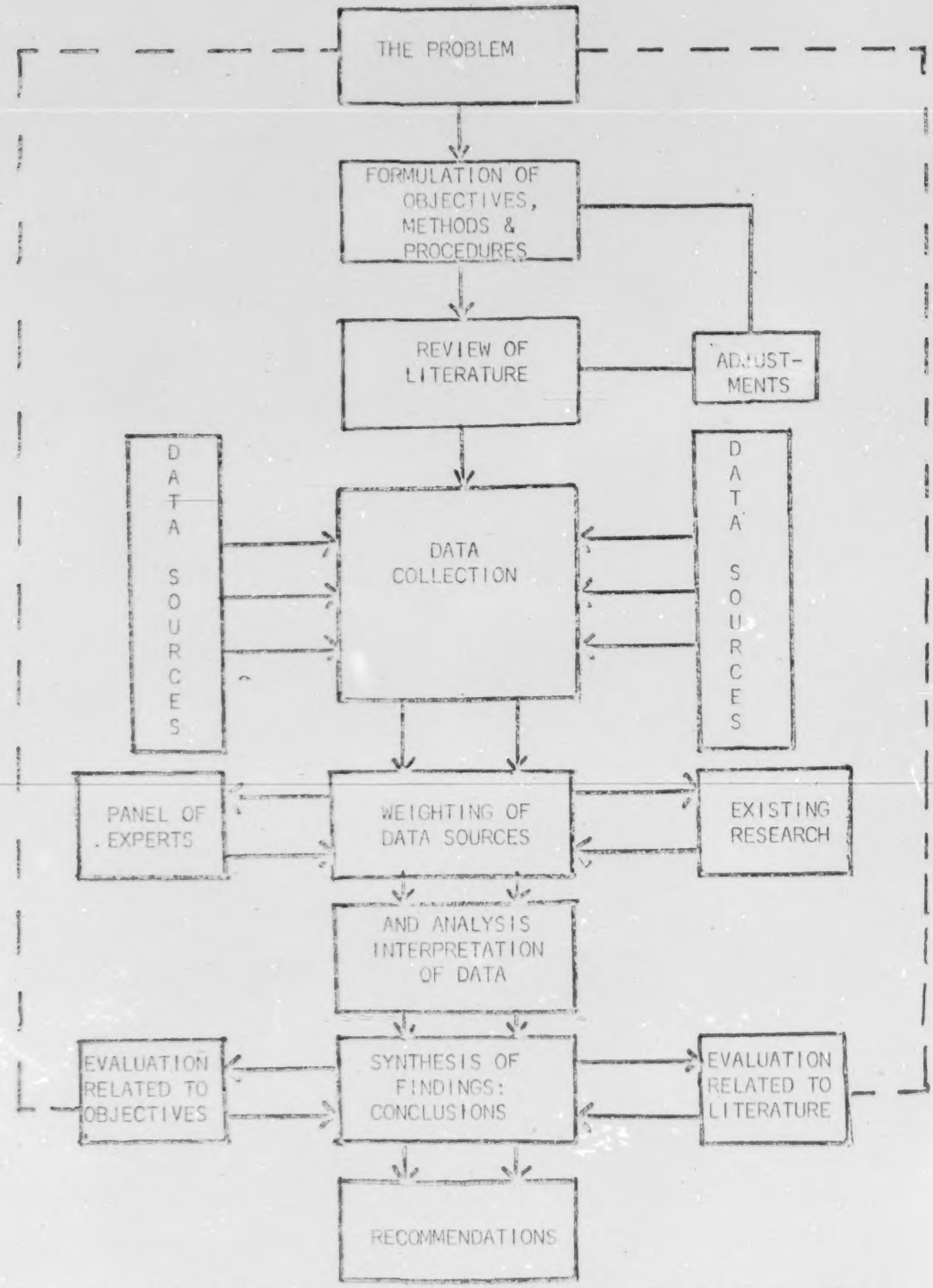


Figure 5: Systematic Research Model for Needs Assessments of Vocational Occupations

research will not progress. Methods and procedure are technical aspects of the operationalizing process. Methods indicate how the data will be obtained; procedures operationalize the methods in terms of what, where, and when.

Review of Literature

The research for related literature should be completed before proceeding with the study. This stage of the research serves four important functions (Ary, 1972, p. 56):

1. A knowledge of related research enables the investigator to define the frontiers of this field.
2. An understanding of theory in the field enables the researcher to place his question in perspective.
3. Through studying related research one learns which procedures and instruments have proved useful and which seem less promising.
4. The study of related literature places the researcher in a better position to interpret the significance of his own results.

Upon completion of the review of literature it may be necessary to modify the objectives of the study in order to avoid replication of errors identified in other works. In some instances it is desirable to intentionally replicate certain features of previous investigations. To achieve this a modification of the objectives may be necessary. A review of literature may in rare instances lead the researcher to change plans entirely and investigate a different problem.

Data Collection

The data collection process of needs assessment studies generally includes one or more of the following techniques:

1. Surveys, polls, or other such systematic questioning of individuals identified as sources of information.

2. Analysis of primary and secondary literature sources. Such data sources include (a) existing needs assessment studies, (b) documents of the state and federal government, and (c) reports, books, and journal articles containing empirically derived information related to the problem.

Data Sources

The sources of data may be broadly classified as students, society, and faculty. One or more groups from each of these categories provided input to this study.

1. Students. An interest inventory of the distributive occupations was completed by high school seniors. This inventory represents students as data sources.

2. Society. Five sources representing this broad category were utilized in the study. Surveys were completed to obtain input from:

   (a) distributive business owners and/or managers,

   (b) state and national trade association representatives of the twenty-two distributive occupations,* and

   (c) the Nebraska State Administrative Consultant for Distributive Education.

   Primary and secondary sources were analyzed to obtain input from:

   (d) Nebraska State Department of Labor

   (e) U.S. Bureau of Labor Statistics

3. Faculty. All secondary and post-secondary distributive teacher coordinators were included in a survey to obtain their input for the study.

Weighting of Data Sources

Prerequisite to the analysis and interpretation of data is the process of determining the relative value of each data source. Should all

*This source was unable to provide useful information. See Chapter 3. for a detailed accounting.

data sources be given equal weight in preparing an integrated hierarchy of need for distributive occupations; or should some carry more weight than others, and if so, how much weight?

The weighting process may be completed by (a) assigning the task to a panel of experts, (b) examining existing research to identify weights assigned to similar data sources in other studies, or (c) a combination of (a) and (b) above. The panel of experts' method was elected for use in this study.

Analysis and Interpretation of Data

Objectivity on the part of the researcher is of paramount importance There is a natural propensity for researchers to look for confirmation of their own biases. An analysis and interpretation of data must be one in which the principle of full disclosure is practical. If more than one interpretation is possible, it is incumbent on the researcher to report such interpretations.

Conclusions

The discovery of new knowledge is the hidden agenda of most researchers for the confirmation of existing knowledge is often viewed as less significant and less rewarding. In the process of synthesizing the data for the purpose of making conclusions, it is essential to avoid this inherent bias. To achieve this the researcher utilizes the feedback principle. The systematic model in Figure 5 includes two feedback loops off of the conclusion part of the model. This indicates that the formulation of conclusions must be evaluated in consideration of: (1) the logical outcome of the objective of the study, and (2) the congruence of the relationship to existing knowledge, e.g. related research.

Recommendations

Identifying the implications of the study is the last step in the model. Advising or suggesting courses of action generally takes two forms: (1) the identification of alternative courses of action which, if followed, might contribute to the solution of the problem investigated and (2) the identification of needed research.

CHAPTER 7

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was completed to: (1) examine the appropriateness of a proliferation of general middle-management, post-secondary, distributive education programs in the State of Nebraska; (2) determine if and what specialized post-secondary distributive education programs should be implemented, and (3) develop a research model by which the two aforementioned needs could be determined.

Objectives of the Study

The specific objectives of the study were:

1. To determine whether or not additional general middle-management distributive education programs should be developed and implemented.

2. To determine what (if any) specialized programs in distributive education should be developed and implemented in Nebraska's post-secondary educational institutions and what is the hierarchical and/or chronological order in which they should be developed and implemented.

3. To develop a research model transferable longitudinally over time for future use in achieving objectives similar to numbers (1) and (2) above for distributive education as well as transferable over vocational disciplines for present and future use in achieving the same previously referenced objectives.

DATA SOURCES

Sources of information for the completion of objective number one of this study were identified by reviewing the publications of curriculum theorists in the broad area of vocational education and the specific area of distributive education. An extensive analysis of the positions of these recognized authorities was undertaken. Three different movements in curriculum development were investigated. The movements reflect the view of: (1) advocates of generalized middle-management curriculums, (2) advocates of specialized middle-management curriculums, and (3) advocates of a middle road approach' e.g., a combination of both (1) and (2) to middle-management curriculum development.

Seven sources were selected to provide input data which would serve as a basis for determining what, if any, specialized programs in distributive education should be developed and implemented in Nebraska's post-secondary schools, and what is the hierarchical order in which they should be developed. Six of the seven sources provided usable data. The specific data sources for this second phase of the study are described below.

Students

The student input to this study was obtained from Robert A. Brennaman's 1973 study, titled The Determination and Development of a Hierarchy of Interest of Nebraska High School Seniors in 26 Educational Programs of Marketing and Distribution for Positions in Middle-Management. Brennaman, using a survey method, obtained information from 2,657 randomly selected Nebraska high school seniors.

Teacher-Coordinators

All secondary and post-secondary distributive education teacher-coordinators in the State of Nebraska were surveyed to determine the professional opinion of each teacher-coordinator regarding a hierarchy of need for specialized post-secondary distributive education programs. The professional judgment was based upon the teacher-coordinator's knowledge of (1) student wants, and (2) employer needs. Eighty and seven-tenths per cent of the respondents returned the survey instruments of which 73.7% were usable.

Distributive Businesses

Data representing the needs of distributive businesses in Nebraska were abstracted from the 1973 study of the Nebraska Research Coordinating Unit for Vocational Education (RCU) titled Occupational Opportunities in Nebraska. The RCU used a five per cent random sample of all businesses in Nebraska employing one or more persons. The sample size totaled 3,790 businesses. Each employer was interviewed to determine the number of persons employed, job duties of each employee, and the number of persons needed for the next twelve months and the following two years.

Distributive Trade Associations

EDUTEK, Inc., was commissioned to survey state and national distributive trade associations. The purpose of this survey was to collect data relevant to the employment picture in each of twenty-two U.S. Office of Education distributive education code categories. The population to be surveyed included the various state and national trade associations representing workers in occupations within each of the U.S.O.E. categories. The job specification called for the survey to be developed in three parts:

Part 1 was to be the identification of person(s) from a trade association(s), e.g. president or executive secretary when possible, corresponding to each of the U.S.O.E. Distributive Occupation Code Numbers. Part 2 called for the collection of corroborated empirical evidence from each population member to determine the average number of workers in 1972, 1973, and a projection of workers needed in 1974 and 1976. Part 3 of the survey was to develop a hierarchy of need showing weights in numbers of employees in the U.S.O.E. Code Areas needed for the future for Nebraska and the nation. The trade associations were unable to supply any relevant data.

U.S. Government Documents

Documents and publications of the U.S. Department of Commerce and the U.S. Department of Labor Statistics directly relating to current and future manpower needs were utilized.

Nebraska State Department of Labor

Documents and publications of the Nebraska Department of Labor directly relating to current and future manpower needs were utilized.

State Supervisor for Distributive Education

Mr. Larry Loomis, Administrative Consultant for Distributive Education, completed the identical instrument utilized in securing the data for the teacher-coordinators.

WEIGHTING OF DATA SOURCES

Concurrent to the collection of data for the sources identified above, ten nationally recognized experts in the area of Distributive Education were requested to advise the researcher as to the weighting of

importance of the data sources. A survey method was employed to collect this information.

DEVELOPING AN INTEGRATED HIERARCHY OF NEED

After all of the data were collected, analyzed, and interpreted, an integrated hierarchy of need for specialized programs in distributive education was prepared. This was completed by the following mathematical process:

1. Each rank position of each of the six hierarchies was multiplied by the weight assigned by the jury of experts. For example, the distributive businesses hierarchy was weighted as 22.7%. The number one (1) rank in the hierarchy was General Merchandise; so it received 227 points (1 X 227). The number one (1) item in the student hierarchy was Transportation since the students assigned a weight of 19.9%; the item received 199 points (1 X 199). Item number two (2) of the student hierarchy received 398 points (2 X 199).

2. The points for each specialized program were then totaled. All specialized programs had six individual point values, one from each data source. When a program had any five values assigned, because that particular specialized program was omitted from the hierarchy; then the average of the five was assigned as the necessary sixth point value.

3. After summing the six point values assigned to each specialized program, the totals were used to determine the rank ordering in the integrated hierarchy. The specialized program with the smallest total points ranked number one (1), next smallest number two (2), and so on until all twenty-one specialized programs were ranked.

A SYSTEMATIC RESEARCH MODEL

The third objective of this study was completed by preparing a systematic flow chart detailing an outline of the entire study.

SUMMARY OF FINDINGS

Post-Secondary Distributive Education in Nebraska

Central Nebraska Technical Community College offers more distributive curriculums than the sum total of the remainder of the state. The Hastings campus alone provides instruction in: (1) General Marketing Management, (2) General Merchandise, (3) Advertising Services, (4) Hotel Management, and (5) Food Services-Restaurant Management. Elsewhere in the central area, the Columbus campus offers General Marketing/Management. General distributive curriculums are also maintained at: (1) Northeast NTCC, Norfolk campus, (2) Mid-Plains NTCC, North Platte campus, and (3) Southeast NTCC, Fairbury campus. Western NTCC offers two specialized distributive programs. The Scottsbluff campus has a general merchandise curriculum and the Sidney campus offers a building materials program. The Lincoln campus of Southeast NTCC offers a general merchandise program.

Characteristics of General and Specialized Curriculums

Although curriculum theorists are divided in their views as to the need for general or specialized distributive education curriculums, there is general agreement on the nature of the general and specialized curriculums. The general curriculums consist of 30% to 50% of general education and 50% to 70% of specialized courses. The special curriculums consist of 10% to 30% general education and 70% to 90% specialized courses.

Advocates of the General Approach

Advocates of the generalized post-secondary middle-management curriculum maintain: (1) a high degree of specialization is not needed for job placement, (2) the broadly trained worker has the best chance for career growth, (3) a generalized cluster approach is more realistic than a variety

of specialized programs, (4) rapid change places the specialists in danger of becoming anachronistic, and (5) businesses seek specialists from within the organization as opposed to hiring them directly from schools.

Advocates of the Specialized Approach

Advocates of the specialized post-secondary middle-management curriculums maintain: (1) efforts to make the curriculum more general tend to produce jacks of all trades, masters of none, (2) the specialized worker has the best opportunity for career growth, (3) few instructors in community colleges have had the preparation to properly teach general middle-management courses, and (4) businesses are relying on outside resources for developing tailor-made programs and phasing out large on-site training staffs.

Advocates of the Middle Road Approach

Advocates of the middle road approach to post-secondary middle-management curriculums maintain the need for: (1) placing increasing emphasis on cultivating general intelligence, abstraction, basic academic skills, and (2) training skilled operatives who can adjust to rapid changes. Because the needs of business and students vary, it is necessary to offer a flexible curriculum.

Hierarchy of Need for Specialized DE Programs as Revealed by Distributive Business Managers/Owners

Data abstracted from the 1974 survey of the Research Coordinating Unit for Vocational Education revealed that the five (distributive) occupational fields with the largest increases in number employed between 1973 and 1978 were: (1) General Merchandise; (2) Hardware, Building Materials, Farm and Garden Supply Sales and Equipment; (3) Recreation and Tourism; (4) Food

Distribution; and (5) Petroleum. A pronounced percentage difference exists between number-one, General Merchandise, and all the other areas. This area increased 108.9 per cent in number employed between 1973 and 1974.

Noticeable percentage increases also occured in the areas of Personal Services, with a 65.1 per cent increase in number employed between 1973 and 1974; and Recreation and Tourism, with a 54.3 per cent increase during the same time period. The three occupational titles showing the greatest percentage increase in number employed were: (1) General Merchandise, (2) Personal Services, and (3) Recreation and Tourism.

The following occupational titles decreased in number of employed: Wholesale Trade, -1.2%; Automotive, -17.2%; Insurance, -19.8%; Transportation, -24.2%; Industrial Marketing, -25.1%; Real Estate, -31.4%; Home Furnishings, -55.5%; Floristry, -40.6%; Retail Trade, Other, -50.2%; Apparel and Accessories, -60.5%; and Finance and Credit, -70.1%. The RCU reported unusual changes which may be due to improvements in survey and classification system.

Hierarchy of Interest for Specialized DE Programs as Revealed by High School Seniors

The 1973 study, titled The Determination and Development of a Hierarchy of Interest of Nebraska High School Seniors in 26 Educational Programs of Marketing and Distribution for Positions in Middle-Management by 5 Year Processes, served as the input medium of high school students. Brennan's twenty-six programs were combined to conform to the U.S.O.E. classification system. This procedure reduced the number of occupational programs to eighteen. The five programs with the greatest interest were: (1) Transportation, (2) Apparel and Accessories, (3) Finance and Credit, (4) Floristry, and (5) Advertising Services.

Hierarchy of Need for Specialized DE Programs as Revealed by the Nebraska State Department of Labor

The five occupational titles in which the largest projected increases in number employed by 1980 were: (1) Food Services, (2) Finance and Credit, (3) Retail Trade, Other, (4) General Merchandise, and (5) Insurance.

The five occupational titles in which the largest projected percentage increases in number employed by 1980 were: (1) Finance and Credit, 41.2%; (2) Recreation and Tourism, 28.9%; (3) Retail Trade, Other, 26.44%; (4) Advertising Services, 25.73%; and (5) Food Services, 23.30%. Two program titles were projected to decrease; these were Transportation, down 1.9%, and Hotel and Lodging, down 3.66%.

Hierarchy of Need for Specialized DE Programs as Revealed by U.S. Bureau of Labor Statistics

The Bureau of Labor Statistics utilizes the standard industrial classification manual (S.I.C.) to categorize compiled statistics relating to occupational needs. The conversion of S.I.C. to the U.S.O.E. "04" system yielded eighteen distributive occupational titles. The five occupational titles projected to experience the greatest number of employed persons by 1980 were: (1) Retail Trade, Other, (2) Food Services, (3) Automotive, (4) Wholesale Trade, Other, and (5) General Merchandise.

The six occupational titles in which the largest projected percentage increases in number employed by 1980 were: (1) Recreation and Tourism, 39.1%; (2) Hotel and Lodging, 35.0%; (3) Automotive, 27.4%; (4) Personal Services, 27.7%; (5) Finance and Credit, 25.9%; and (6) General Merchandise, 25.8%. No occupational areas are projected to decrease in number employed at the national level.

Hierarchy of Need for Specialized DE Programs as Revealed by Teacher-Coordinators

The analysis of the survey of all distributive teacher-coordinators in the State of Nebraska revealed the following five specialized programs, based on the teacher's experience with business firms and professional judgment as to student wants. The programs most in need of development were: (1) Apparel and Accessories, (2) General Merchandise, (3) Food Services, (4) Automotive, and (5) Personal Services.

Hierarchy of Need for Specialized DE Programs as Revealed by the State Administrative Consultant for Distributive Education

The Administrative Consultant completed the same survey instrument that was used in the teacher-coordinator survey. His ranking of the top five specialized DE programs was: (1) Food Services, (2) Food Distribution, (3) Apparel and Accessories, (4) Insurance, and (5) Industrial Marketing.

An Integrated Hierarchy of Need for Specialized DE Programs

In order to integrate the six separate hierarchies it was necessary to assign weights of relative importance to the six data sources. This was achieved by utilizing a panel of experts. The final weights assigned to the data sources were: distributive business managers/owners, 22.7%; high school seniors, 19.9%; Nebraska State Department of Labor, 18.0%; U.S. Bureau of Labor Statistics, 17.9%; distributive teacher-coordinators, 13.6%; and the Administrative Consultant for Distributive Education, 7.9%.

The combined weighted hierarchies yielded the following integrated hierarchy: (1) Food Services, (2) General Merchandise, (3) Food Distribution, (4) Automotive, (5) Recreation and Tourism; (6) Hardware, Building Materials, Farm and Garden Supplies and Equipment, (7) Retail Trade, Other,

(8) Finance and Credit, (9) Personal Services, (10) Apparel and Accessories, (11) Wholesale Trade, (12) Hotels and Lodging, (13) Insurance, (14) Advertising, (15) Transportation, (16) Real Estate, (17) Petroleum, (18) Floristry, (19) Home Furnishings, (20) Industrial Marketing, and (21) International Trade.

A rank order correlation test and the associated test of significance of the correlation revealed significant correlation ($\leq .05$) between the hierarchies representing the Nebraska Department of Labor and the U.S. Bureau of Labor Statistics and the distributive teacher-coordinators.

CONCLUSIONS

1. By analyzing existing research and scholarly publications, it is not possible to objectively examine the appropriateness of the proliferation of general middle-management post-secondary distributive education programs either in the State of Nebraska or throughout the nation. To date the literature is limited to "I believe this about that" supported by casual empiricism. Advocates of general programs flail the straw men called "anachronistic specialists." Advocates of specialized programs fantasize welfare rolls full of "jobless generalists." The middle of the road approach suggests the training of the idealistic "versatile specialist."

2. Employment projections through 1980 prepared by professional statisticians of the Nebraska Department of Labor and the U.S. Bureau of Labor Statistics indicate a demand for individuals in the specialized occupational areas of distributive education.

3. The employment needs of distributive business firms in Nebraska denote a demand for individuals in nine of the twenty-one distributive occupations.

4. The distributive occupational career interest of Nebraska high school seniors in the class of 1973 runs counter to existing and projected employment opportunities.

5. Given a choice of enrolling in a specialized distributive program which ranks between one and five in the integrated hierarchy, members of the class of 1973 would most likely choose Recreation and Tourism, number five in the integrated hierarchy, and number six in the student hierarchy. Given a second and third choice with the top five restrictions removed, the students would most likely select Transportation and Apparel and Accessories, both ranked in the lower half of the integrated hierarchy.

6. The occupational area titled Recreation and Tourism will have grown more by 1980 than any other distributive occupation.

7. During the decade of the 1970's the occupational area titled Finance and Credit will expand more in Nebraska than any other distributive occupational area and will rank second only to Food Services in increase in numbers employed.

RECOMMENDATIONS

1. Existing general middle-management post-secondary distributive education programs in Nebraska should be maintained but not expanded.

2. Future development and implementation of post-secondary distributive programs should be specialized in nature in the near future.

3. When new post-secondary distributive education programs are developed in Nebraska, consideration should be given to the highest priorities on the integrated hierarchy.

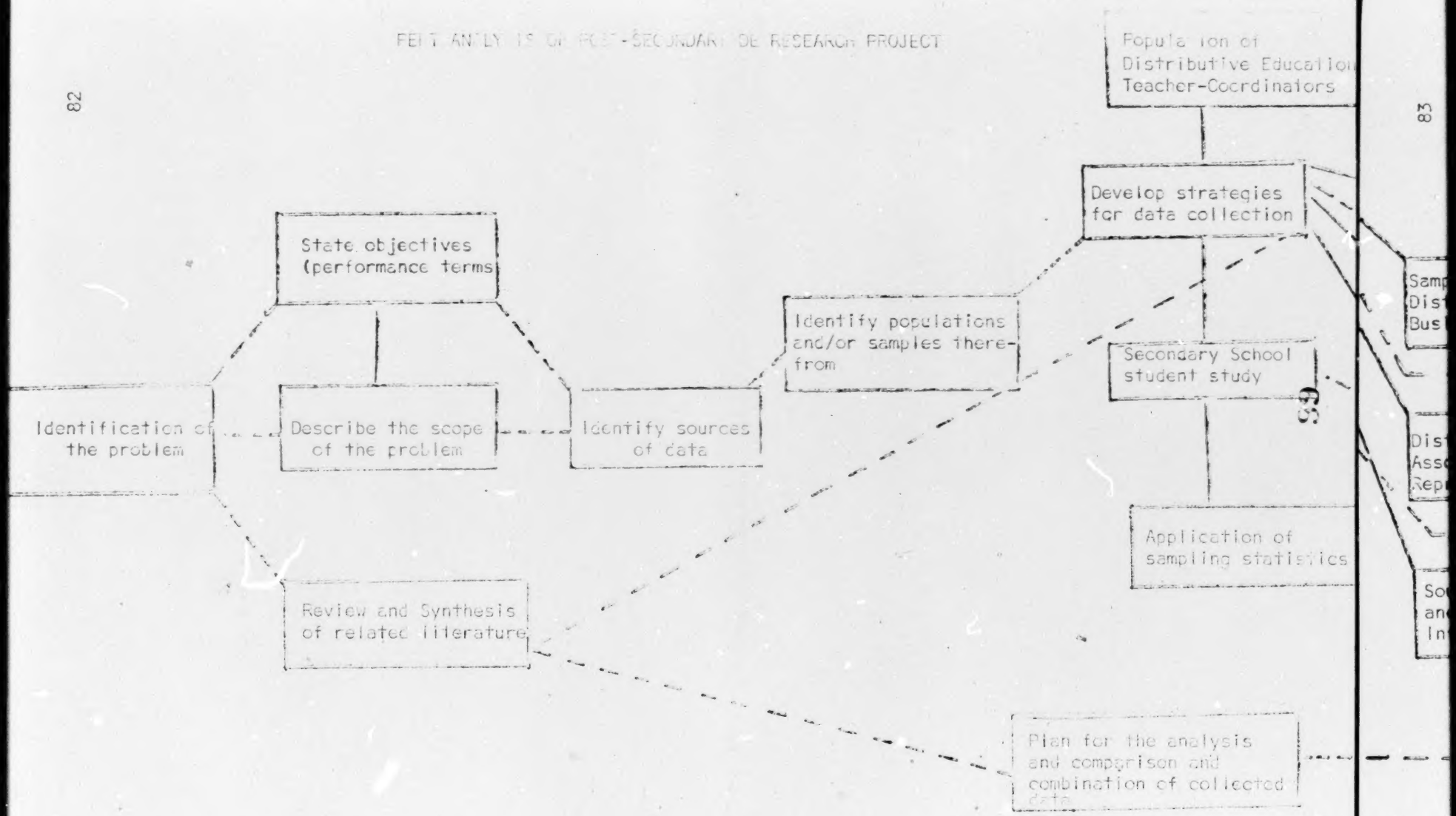
4. Articulation studies should be conducted to determine the

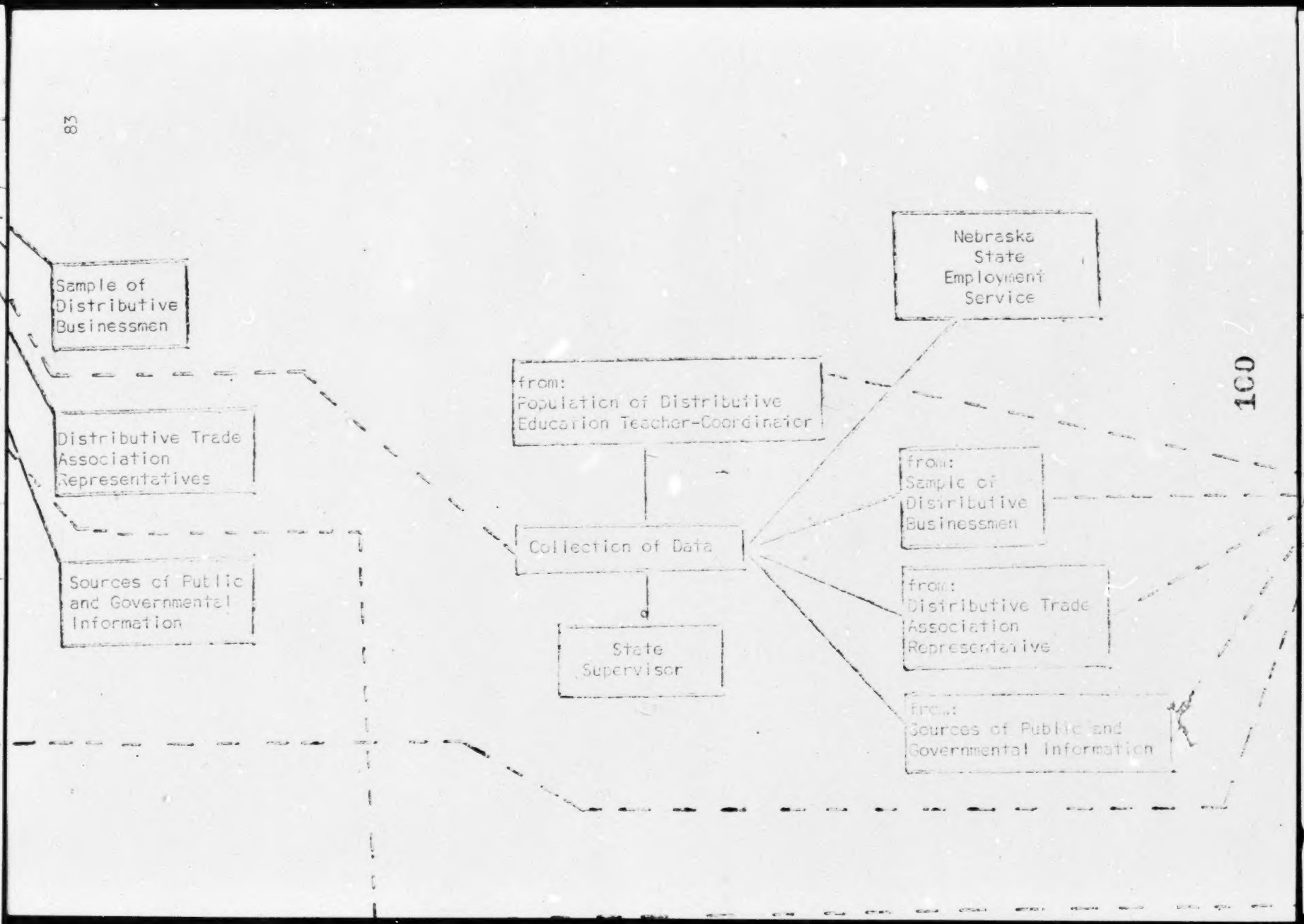
extent to which the development and implementation of distributive programs in (1) Food Services, (2) Food Distribution, and (3) Automotive would overlap and compete with existing programs in the areas of home economics occupations and trade and industrial occupations.

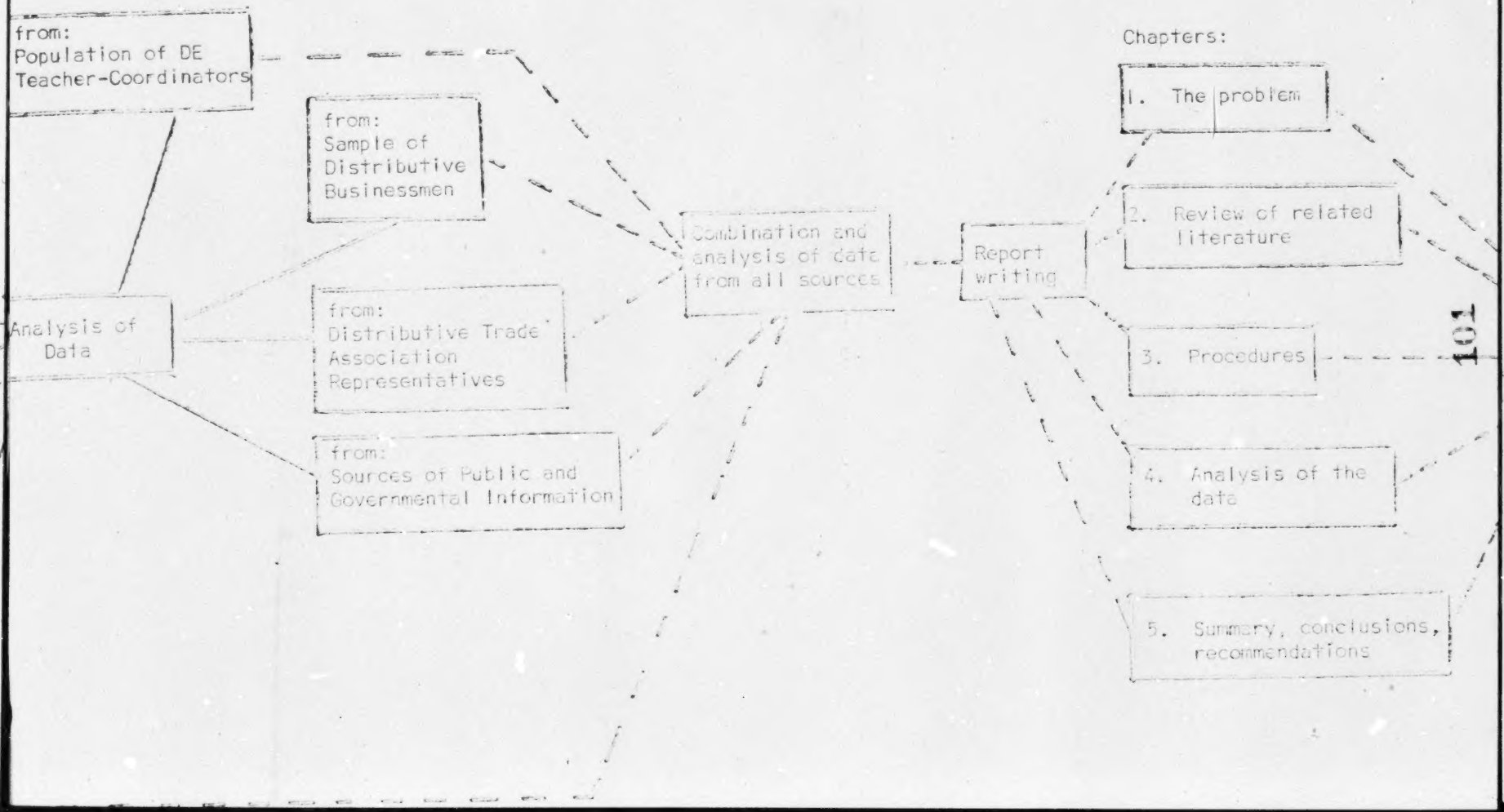
5. This study should be replicated at least every five years and optimumally every two years.

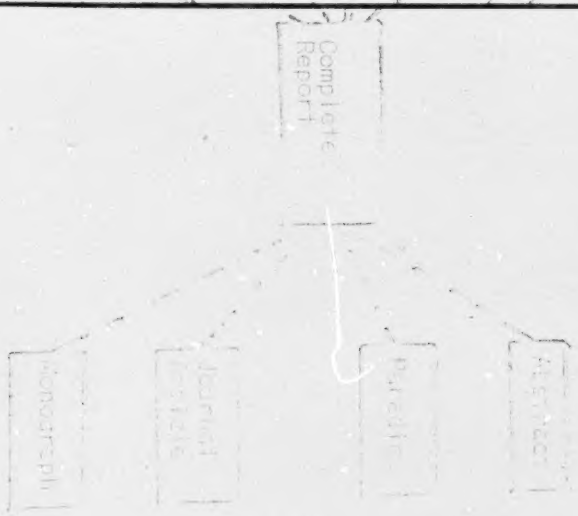
6. The research model developed in this study should be utilized to conduct similar studies in other vocational disciplines.

APPENDIX A


FELT ANTLY IS OF POST-SECONDARY DE RESEARCH PROJECT
Popula ion of Distributive Education Teacher-Coordinators
Develop strategies for data collection
State objectives (performance terms
Identify populations and/or samples therefrom
Secondary School student study
Identification of the problem
Describe the scope of the problem
Identify sources of data
Application of sampling statistics
Review and Synthesis of related literature
Plan for the analysis and comparison and combination of collected data


83
84
Sample of Distributive Businessmen
Distributive Trade Association Representatives
Sources of Public and Governmental Information
from: Population of Distributive Education Teacher-Coordinator
Collection of Data
State Supervisor
Nebraska State Employment Service
from: Sample of Distributive Businessmen
from: Distributive Trade Association Representative
from: Sources of Public and Governmental Information
100
from: Populati Teacher-
Analysis Data


from:
Population of DE
Teacher-Coordinators
from:
Sample of
Distributive
Businessmen
from:
Distributive Trade
Association
Representatives
from:
Sources of Public and
Governmental Information
Analysis of
Data
Combination and
analysis of data
from all sources
Report
writing
Chapters:
1. The problem
2. Review of related
literature
3. Procedures
4. Analysis of the
data
5. Summary, conclusions,
recommendations


Complete Report
Abstract
Paragraph
Journal Article
Monograph

THE UNIVERSITY OF NEBRASKA-LINCOLN
DEPARTMENT OF BUSINESS TEACHER EDUCATION
DISTRIBUTIVE EDUCATION
LINCOLN, NEBRASKA 68508

November 6, 1973

Dear Mr. :

I need your help to determine the future direction of distributive education in Nebraska. Through the combined resources of the Federal government, the State government and the University a study is underway to "Develop a Hierarchy of Need for Specialized Distributive Education Programs in Post-Secondary schools in Nebraska". Your professional opinions are vitally important to the success of this study.

The goal of the study is to determine what specialized programs in distributive education should be developed and implemented in Nebraska's post-secondary schools; and the order in which the programs should be developed and implemented.

Please complete the attached rank order form and return it in the enclosed envelope soon. Thank you in advance.

Cordially yours,

Steven Eggland
Associate Professor

SAE:crs

APPENDIX C

The distributive occupations listed below represent the twenty-one DE occupational areas identified by the U.S.O.E. Based on your professional knowledge of:

1) student occupational preferences, and
2) employer's personnel needs

please rank order the list. Number one (1) being most needed or important; number twenty-one (21) least needed or least important.

INSTRUCTIONAL CODE TITLES FOR CAREER EDUCATION PROGRAMS FROM THE U.S. OFFICE OF EDUCATION

04.01	Advertising Services	04.11	Hotel and Lodging
04.02	Apparel and Accessories	04.12	Industrial Marketing
04.03	Automotive	04.13	Insurance
04.04	Finance and Credit	04.14	International Trade
04.05	Floristry	04.15	Personal Services
04.06	Food Distribution	04.16	Petroleum
04.07	Food Services	04.17	Real Estate
04.08	General Merchandise	04.18	Recreation and Tourism
04.09	Hardware, Building, Materials, Farm and Garden	04.19	Transportation
		04.20	Retail Trade, Other
04.10	Home Furnishings	04.31	Wholesale Trade, Other

STEP 1 Separate the list into thirds, say your top 7 or 8 choices, your bottom 7 or 8 choices and a middle 7 or 8 choices.

STEP 2 Rank each of the three groupings.

STEP 3 Please combine the ranks and transfer them to the enclosed mailer form.

An abstract of the study will be mailed to you in the spring of 1974. Thank you.

PLEASE RETURN THIS FORM IN THE ENCLOSED ENVELOPE

____ Advertising Services	____ Hotel and Lodging
____ Apparel and Accessories	____ Industrial Marketing
____ Automotive	____ Insurance
____ Finance and Credit	____ International Trade
____ Floristry	____ Personal Services
____ Food Distribution	____ Petroleum
____ Food Services	____ Real Estate
____ General Merchandise	____ Recreation and Tourism
____ Hardware, Bld. Mat., etc.	____ Transportation
____ Home Furnishings	____ Retail Trade, Other
	____ Wholesale Trade, Other

APPENDIX D

THE UNIVERSITY OF NEBRASKA-LINCOLN
DEPARTMENT OF BUSINESS TEACHER EDUCATION
DISTRIBUTIVE EDUCATION
LINCOLN, NEBRASKA 68508

November 30, 1973

Dear Teacher Coordinator:

Approximately two weeks ago you were sent a brief rank order form regarding a study to "Develop a Hierarchy of Need for Specialized Distributive Education Programs in Post-Secondary Schools in Nebraska." As of this date only 50 per cent of the individuals in the survey have returned the rank order form.

If the data source of D.E. teachers is to be of value, it must be representative of a large majority. I would appreciate it very much if you would complete the rank order form and return it to me soon.

If you have already mailed the form please disregard this letter.

Sincerely,

Steven A. Eggland
Associate Professor

SAE:crs

APPENDIX E

INSTRUMENT

How much weight (in %) would you ascribe to each of the data sources described on the previous page in determing a final hierarchy of need for the establishment of specialized distributive education post-secondary programs?

High School Students	_____%
Distributive Businesses	_____%
Distributive Trade Associations	_____%
Governemntal Agencies	_____%
Distributive Teachers-Coordinators	_____%
Nebraska State Employment Service	_____%
State Supervisor of Distributive Education	_____%
Total	_____%

_____ I would like an abstract of the results.

APPENDIX F

DESCRIPTION OF DATA SOURCES

1. High School Students - A stratified, random, proportionate sample of 15% of all the graduating high school seniors in Nebraska.

2. Distributive Businesses - A random sample of 5% of distributive businesses in Nebraska.

3. Distributive Trade Associations - Executive Directors or their spokesmen representing trade associations in Nebraska that correspond to the U.S.O.E. codes in the .04 (DE) area.

4. Governmental Agencies - Employment statistics published by the Commerce Department, The Bureau of Labor Statistics, and the Bureau of The Census.

5. Distributive Teacher-Coordinators - The total population of distributive education teachers in secondary and post-secondary schools in Nebraska.

6. Nebraska State Employment Service - The Director of the Nebraska State Employment Service.

7. State Supervisor of Distributive Education - The Administrative Consultant for Distributive Education in Nebraska.

APPENDIX G

THE UNIVERSITY OF NEBRASKA-LINCOLN
DEPARTMENT OF BUSINESS TEACHER EDUCATION
DISTRIBUTIVE EDUCATION
LINCOLN NEBRASKA 68508

98

February 18, 1974

Dear :

I am in the final stages of a research project and need your help in the form of a professional opinion. Only 10 DE teacher educators have been selected to respond so it is important that you provide the requested input. Please take a few minutes to complete the enclosed instrument.

The development of post-secondary distributive education programs in Nebraska is in an early stage. The research I am doing is designed to lend some orderliness to that development. Specifically, I am preparing a hierarchy of need for the establishment of specialized distributive education programs in Nebraska's post-secondary schools. Seven different data sources are being used to form this hierarchy for programs corresponding to the U.S. Office of Education codes in the .04 (DE) area. The individual rankings from the seven different data sources will be weighted and combined into one hierarchy of need for program development. Please help determine these weights.

The enclosures include a description of the seven data sources and a weighting instrument. Please read the description and then complete the instrument and mail it back to me in the envelope provided. If you wish a copy of the results, please indicate so on the instrument.

Sincerely,

Steven A. England

Enclosures: Description of Data Sources
Instrument
Return Envelope

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